ACTIVITY MONITORING, EVALUATION, AND LEARNING PLAN
LECTURE POUR TOUS

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Contract Officer's Representative: Kadiatou Cisse Abbassi

Submitted by: Chemonics International

Sacre Coeur Pyrotechnie Lot No. 73, Cite Keur Gorgui

Tel: 221 785896651

Email: abalde@chemonics.com

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Contracted under AID-OAA-I-14-00055/AID-685-TO-16-00003

Lecture Pour Tous

ACRONYMS

ACR	All Children Reading
ADS	Automated Directives System
CAQ	Contrat d'Amélioration de la Qualité
CDP	Contrat De Performance
CIME	Cellule Informatique
CLA	Collaborating, Learning and Adapting
COP	Chief of Party
COR	Contract Officer Representative
CWPM	Correct Words per Minute
DCOP	Deputy Chief of Party
DPRE	Direction de la Planification et de la Réforme de l'Education
DQA	Data Quality Assessment
EMIS	Education Management Information System
FAF	Foreign Assistance Framework
GOS	Government of Senegal
HO	Home Office
ICT	Information and Communication Technology
IEF	Inspection de l'Education et de la Formation
IP	Implementing Partner
IR	Intermediate Result
KAP	Knowledge, Attitudes, and Practices
KPI	Key performance indicator
LOE	Level of Effort
LPT	Lecture Pour Tous
M&E	Monitoring & Evaluation
MEL	Monitoring, Evaluation & Learning
MEN	Ministère de l'Education Nationale

MOE   Ministry of Education

MIS   Management Information System

OCA   Organizational Capacity Assessment

        Programme d'Amélioration de la Qualité, de l'Équité et de la

PAQUET   Transparence

PDT   Performance Data Table

PIRS   Performance Indicator Reference Sheet

RF   Results Framework

SIMEN   Système d'Information du Ministère de l'Education Nationale

SYSGAR   system de gestion axée sur des resultats

SOW   Statement of Work

TOR   Terms of Reference

USAID   United States Agency for International Development

USG   United States Government

TABLE OF CONTENTS

1. INTRODUCTION

A. Purpose

The purpose of this Activity Monitoring, Evaluation, and Learning Plan (AMELP) is to describe how the Contractor for Lecture Pour Tous (LPT), Chemonics International, and its team will monitor, evaluate and learn from data collected to assess the outputs, outcomes and results of this project. This plan describes the indicators needed to measure achievement of each of core components in the Activity's results framework. It also describes the processes that the LPT team will use to perform monitoring, evaluation, and learning (MEL) throughout the life of the Activity in order to inform the adaptive management required to achieve the desired results. This is in keeping with the collaborating, learning, and adapting (CLA) approach that aims to check and validate LPT's development hypothesis and intervention logic, monitor results continuously, and refine the program logic and activity design as needed based on new evidence and continual learning.

The design of the AMELP is based on the Activity's purpose, goal, and expected outcomes an outputs and the corresponding measurement and learning needs to assess progress in their achievement. The process included determining the full set of indicators needed for this measurement, how these indicators are defined and will be measured, setting targets for these indicators, and determining the processes needed to access progress and results based on these indicators, defining roles and responsibilities for monitoring and evaluation (M&E) at all levels, planning data collection processes, establishing reporting schedules, and describing the linkages between this AMELP and the Research Plan and learning agenda of LPT. Particular attention was given to the coordination of these M&E activities for the purposes of assessing the success of the LPT Activity and M&E conducted as part of Senegal's education system and that anticipated for the *Programme national "Lecture Pour Tous."*

This AMELP is a dynamic and flexible document that will be updated throughout the implementation process as needed per agreement between Chemonics International and USAID/Senegal. Targets or approaches will be updated based on Activity performance and results and an adaptive management approach, as well as any changes in USAID and USAID/Senegal priorities for M&E.

The LPT AMELP aligns with and is designed to support Senegalese education ministry structures to strengthen these systems from the beginning and build sustainability, all as part of the greater objective to support the sustainability of Senegalese delivery systems to achieve and sustain top results in early grade reading. To avoid duplication and parallel structures, the LPT team will, to the greatest extent possible, integrate and/or coordinate its M&E staff, data collection tools, information systems, and data reporting that of the Ministère National de l'Education (MEN). This includes using information and communication technology (ICT) systems and tools that can be used and sustained by the MEN after the completion of the LPT technical assistance programming, such as through partnership with Orange Labs and their tools. We have further aligned our approaches with the MEN's focus on results-based management introduced by the Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence (PAQUET) and operationalized through the contrat de performance (CDP) contracts and contrat d'amélioration de la qualité (CAQ) school quality contracts.

Finally, LPT will take advantage of a variety of tools and methods to provide USAID and project stakeholders with accurate and up-to-date data on project performance and achievement of results. The ultimate goal of the AMELP is to be able to know when we have achieved success, understand early if we are on target for achieving this success, and inform the management of the LPT activity in ways that can be used to take adaptive action is needed to achieve the Outputs and Outcomes stipulation in the contract.

B. Activity Information and Context

i. Activity Description

The Government of Senegal and its *Ministère de l'Education nationale* (MEN) have launched a national reading program, le programme national "Lecture Pour Tous", to significantly increase reading outcomes for students in the early grades. USAID's primary technical assistance initiative to aid Lecture Pour Tous¸ contracted under USAID/All Children Reading and referred to here as simply Lecture Pour Tous, is funded by the United States Agency for International Development (USAID) and implemented by Chemonics International and its consortium of partners in support of the Senegalese National Reading Program led by the MEN. LPT runs through July 10, 2021 and aims to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal: early grade reading instruction in public primary schools and *daaras,* improved, delivery systems for early grade reading instruction improved, and parent and community engagement in early grade reading improved.

The government of Senegal and MEN is launching the national reading program in the context of nation-wide bilingual reforms that, per the latest research on what works, will use national languages to teach all Senegalese children to read and aid the transfer to reading in French. To match the goals of the National Program, LPT has set an ambitious target in support of the government's agenda: at least 70 percent of Grade 2 students to be reading at grade level by the end of the 2020/2021 school year. This is particularly ambitious when considering only 13 percent of Grade 3 students tested in an early grade reading assessment in 2010 read at a second grade level.[1]

LPT's success will depend not only on the ability to mobilize technical expertise but also to navigate the complex socio-economic, cultural, and political dynamics that shape education policies and practices. This complex environment necessitates a change process for which there are no easy, nor predetermined, solutions. The international evidence base on emergent and early grade reading has grown over the past decade, and this research base offers direction to stakeholders. LPT proposes to support the MEN to use this evidence base and, at the same time, leverage local assets for production and dissemination of research to identify solutions tailored to the Senegalese context.

ii. Activity Development Hypothesis and Results Framework

The underlining development hypothesis for LPT, corresponding to its results framework (next page) and general approach, is that:

IF technical assistance with financial support is provided for:

- Improved teaching and learning materials; teacher training, coaching, and supervision; and student reading assessment to improve *instruction* in early grade reading in public primary schools and daaras (Outcome 1); and
- Increased early grade reading coordination and communication, standards to be adopted and applied, research produced and disseminated, policies implemented, and MEN staff performance

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[1] The 2010 Early Grade Reading Assessment financed by the William and Flora Hewlett Foundation found that 87% of those tested could not read at what would be considered a second grade level by international standards: 50 words or better per minute. For this assessment, third graders were tested using a second-grade level test. Source: Pouezevara, S., Sock, M., and Ndiaye, A, 2010. Evaluation des Competences Fondamentales en Lecture au Senegal, 2010.Washington: RTI International, 2010. Printed and accessed on: 30 July, 2015.

of essential functions to be improved, all to improve *delivery systems* for early grade reading (Outcome 2); and

- Parent and community demand for high-quality early grade reading instruction, implementation of community-based activities, at-home support to learners, parent and community monitoring of early grade reading monitoring improve, all to improve *parent and community engagement* in early grade reading;

AND this technical assistance is based on an approach that:

- Applies promising practices from the latest local and international evidence base on early grade reading instruction and support, and
- Applies a thinking and working politically approach that skillfully takes into account contextual factors and constantly analyses and navigates the interests of actors involved,

THEN: public primary school students in the early grades, and the equivalent in daaras in the target regions, will have improved reading skills (Activity Goal).

This hypothesis is predicated on the assumption that the Government of Senegal (GOS) and its Ministry of Education will continue to promote the use of national languages for reading and allow these languages for instruction, even in the case of further delays or even reversal of currently planned bilingual reforms for the elementary curricular program.

Figure 1: The Lecture Pour Tous Results Framework
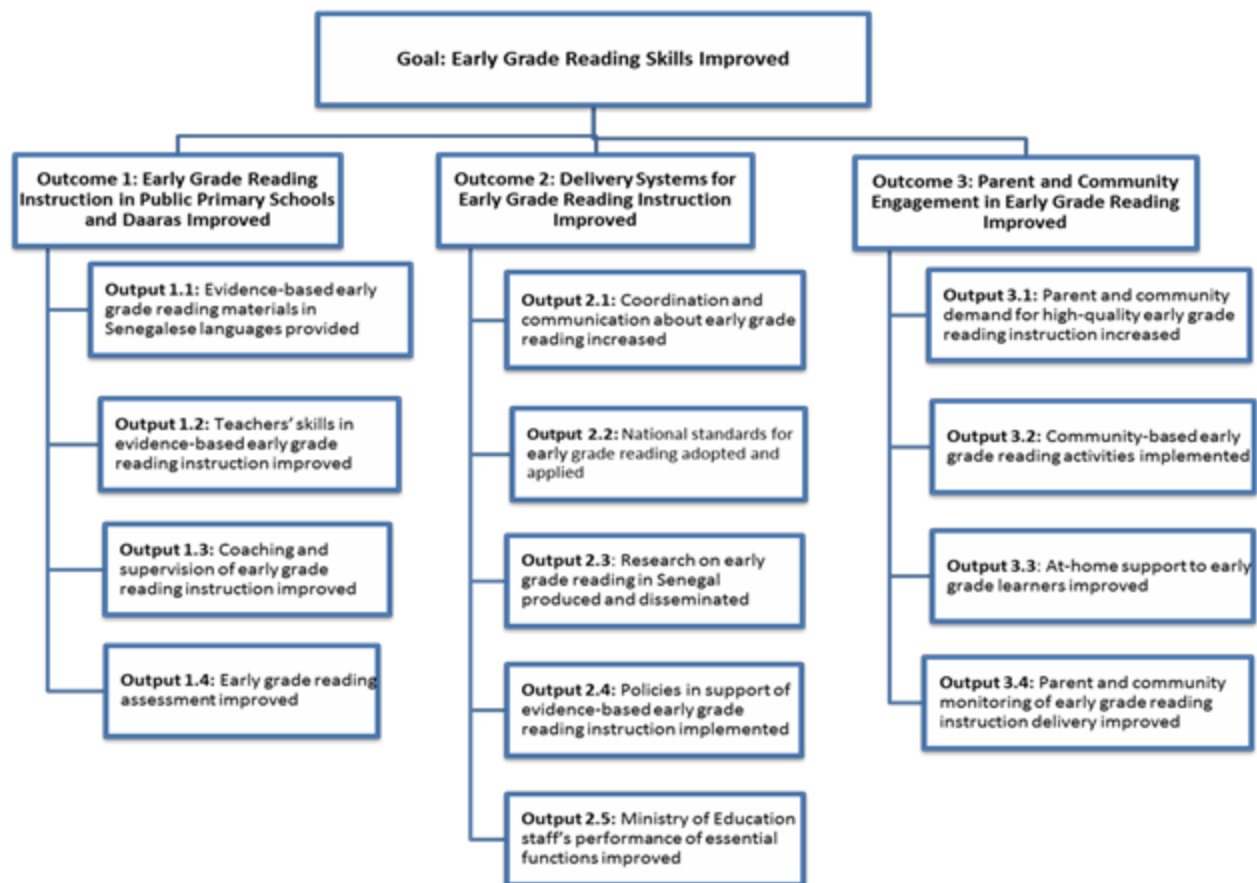
2. THE LECTURE POUR TOUS MEL PLAN

A. Performance Monitoring System and Approaches

LPT's monitoring, evaluation, and learning (MEL) system is the human resources, data collection tools, data, and studies that allow the project and the Senegalese government to measure progress. LPT's MEL system builds on and supports the Senegalese government's systems and includes indicators reflecting desired changes and student-level achievement.

i. Performance Indicators

LPT's selected indicators are direct measures of program activities, demonstrate achievement of results and support the Senegalese government's results-based management systems. There are three kinds of indicators included in the AMELP for LPT:

1. Standard <u>Foreign Assistance Framework</u> (FAF), or "standard" indicators up-to-date as of August 2016 that are relevant to the Activity and are monitored by USAID/Senegal, including those needed to report to USAID/Washington on Senegal's contributions to achievement of Goal 1 of the continued Education Strategy;
2. <u>Contract custom</u> indicators that USAID/Senegal has also made required of this Activity per the Senegal LPT task order contract; and
3. <u>Additional custom</u> indicators to round out measurement of each Output and Outcome of the Senegal LPT results framework such that all key expected results of the Activity design will be monitored in order to track progress and know if they have been achieved

Category 3 (additional custom) indicators were selected based on a number of factors. These include the requirements of the contract and the scope of each activity; previous use of related indicators in similar contexts, promising practices adapted to the Senegalese context, and an assessment of achievability and data reliability.

Indicators measuring individuals or groups will be disaggregated as appropriate by sex, grade, and geographic location: all training data will be disaggregated by sex, type of training, geographic location, and any other categories required by USAID. Where appropriate we have also disaggregated by disability/non-disability to ensure we are capturing and tracking performance of all students, regardless of gender or disability. (See Annex A for a table of indicators with targets.)

The below presents a list of all indicators for LPT in relation to the Output or Outcome they help measure.

Activity-Level Outcome Indicator:

- Indicator 1) Percent of learners who demonstrate reading fluency and comprehension of grade level text by the end of two grades

Cross-Activity Indicator:

- Indicator 2) Number of learners reached in reading programs at the primary level

Outcome 1: Early Grade Reading Instruction in Public Primary Schools and *Daaras* Improved

- Indicator 3) Percent of target schools allocating at least one hour a day to reading instruction (Grades 1-3)
- Indicator 4) Average oral reading accuracy for first grade students (or the equivalent) after one year of reading instruction in a language they speak and understand
- Indicator 5) Percent of first, second and third grade teachers who apply the techniques and methods of evidence-based early grade reading instruction

Output 1.1: Evidence-based early grade reading materials in Senegalese languages provided

- Indicator 6) Number of primary schools classrooms that received a complete set of essential reading instruction materials with USG assistance
- Indicator 7) Number of primary (secondary) textbooks, and other teaching and learning materials provided with USG assistance
- Indicator 8) Percent of classrooms in which students are using evidence-based early grade reading materials provided with LPT support

Output 1.2: Teachers' skills in evidence-based early grade reading instruction improved

- Indicator 9) Number of primary (or secondary) educators who complete professional development activities with USG assistance

Output 1.3: Coaching and Supervision of early grade reading instruction improved

- Indicator 10) Percent of early grade teachers who report receiving coaching with adequate frequency for the implementation of the evidence-based early grade reading approach
- Indicator 11) Percent of coaches or supervisors who demonstrate command of early grade reading instructional techniques and coaching/supervision techniques
- Indicator 12) Number of education administrators and officials who complete professional development activities with USG assistance

Output 1.4: Early grade reading assessment improved

- Indicator 13) Ratio of targeted departments using Local Education Monitoring Approach (LEMA)[2] for assessing school status of early grade reading performance

Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved

- Indicator 14) Number of institutions that meet or exceed acceptable standard of capacity to deliver early grade reading instruction

Output 2.1: Coordination and communication about early grade reading increased

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[2] Note that the USAID/All Children Reading (Lecture Pour Tous) contract refers to lot quality assurance sampling (LQAS), but this term has been replaced by Local Education Monitoring Approach (LEMA), which uses LQAS.

- Indicator 15) Percent of targeted MEN directorates, *chefs de division,* and regional key staff surveyed demonstrating awareness and understanding of key themes related to early grade reading and the national reading program

Output 2.2: National standards for early grade reading adopted and applied

- Indicator 16) Number of sets of early grade reading performance standards developed ~~or~~ and validated with LPT support
- Indicator 17) Number of Senegalese government personnel provided with information on student and teacher performance standards

Output 2.3: Research on early grade reading in Senegal produced and disseminated

- Indicator 18) Number of early grade reading-focused research reports produced and disseminated

Output 2.4: Policies in support of evidence-based early grade reading instruction implemented

- Indicator 19) Number of laws, policies, regulations, or guidelines developed or modified to support evidence-based early grade reading instruction

Output 2.5: Ministry of Education staff's performance of essential functions improved

- Indicator 20) Number of targeted MEN structures showing improvement of essential functions related to early grade reading

Outcome 3: Parent and Community Engagement in Early Grade Reading Improved

- Indicator 21) Percent of households assisted where early grade children are regularly engaged in reading activities
- Indicator 22) Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported by USG assistance

Output 3.1: Parent and community demand for high-quality early grade reading instruction increased

- Indicator 23) Percent of targeted households surveyed showing demand for high-quality early-grade reading instruction

Output 3.2: Community based early grade reading activities implemented

- Indicator 24) Number of community-based events held to increase students' engagement in and enjoyment of reading
- Indicator 25) Number of school-communities receiving funding through LPT-supported small-grants program

Output 3.3: At-home support to early grade learners improved

- Indicator 26) Percent of targeted households where parents or other caretakers regularly undertake activities suggested by their school/PTA to support their early grade students' reading acquisition

Output 3.4: Parent and community monitoring of early grade reading instruction delivery improved

> Indicator 27) Number of community forums held to monitor early grade reading instruction delivery

ii.   Indicator Baselines and Targets

Of the 27 of indicators in the current proposed set for Senegal LPT, 18 require baseline measures before interventions are underway. Of those that do not require a baseline, we have set targets, whose rationales are summarized in the Performance Indicator Reference Sheet (PIRS) given for each indicator in Annex B. See Annex A or B for the targets set for each indicator that currently has them.

iii.   Data Quality Assurance and Data Quality Assessment (DQA) Procedures

Following ADS 201, all data will be reviewed for validity, reliability, timeliness, precision, and integrity throughout the life of the project. High-quality data control is essential to all monitoring and takes place at each stage of the MEL life cycle. Data collection forms will be created to reduce possibilities for error and to facilitate data entry. To the extent possible LPT will use mobile/digital data collection technology to further reduce transcription error and impose validation checks. Each tool will be coupled with strict guideline and protocols on its use and associated data flow.

While every team member shares in the responsibility for data quality, for example, reading team members will provide initial quality control by examining data upon receipt from coaches, school directors, etc., and verifying data against original sources should any problems arise, the M&E Specialist will lead annual data quality reviews. These reviews will utilize the Chemonics' data quality review tool and guidance (modeled after USAID guidance and checklists) consisting of a review of the data collection protocols, spot check of records, and a refresher training for project staff on any updates to forms and/or protocols. The annual reviews and checks will also include a review of data collection flow using the ICT-enhanced mobile tools established with support from the LPT PPP with Orange Labs/Sonatel.

iv.   Reporting of Performance Indicator Data

LPT will support the reporting of performance indicator data through multiple channels. These include:

1. Ad-hoc reports generated at any time from the LPT database/DevResults system (and, for some indicators, eventually the MEN)
2. Quarterly Reports: updates for those indicators intending to be reporting quarterly
3. Annual Reports: with the data and analyses from the past year
4. TraiNet: for all training and participant data
5. Biannual Performance Review Conferences: held together with key MEN counterparts at the national and regional levels, and in advance of biannual USAID/Senegal-MEN LPT Steering Committee meetings

LPT will be collecting much data on a continuous/ongoing basis according to the implementation of activities in the workplan. The mobile tools will allow LPT staff to view collected data as it is uploaded. This will allow the LPT team to keep a close watch on and facilitate review of data during the collection process. This will allow staff to identify possible errors quickly and make adjustments as needed. The tools will also encourage communication among coaches, school directors and teachers to review and use collected data.

LPT will produce quarterly reports detailing implementation progress against the approved work plan, progress against intended results using performance monitoring and other available data, learning

generated by collaborative review of available data, and adaptations identified to improve activity effectiveness. The quarterly report will provide details about any challenges encountered by LPT that may result in delays in achievement of intended results and solutions proposed to address those challenges where appropriate. Quarterly and other performance reports will form the foundation for documentation of priority performance information about LPT and will be shared with all relevant stakeholders as appropriate in order to ensure informed understanding of and learning from available MEL system data and also effective participation in activity adaptive management processes. All reports are presented in draft to the AOR/COR before final submission. Once approved, reports for subsequent quarters will be used to document any changes required for results and data reported in previous reports.

The Senior M&E Specialist will be responsible for overseeing the production of the MEL reports on time, and in a technically valid, high-quality, and policy-relevant manner, with the purpose of providing required information for effective learning and management decision-making by activity stakeholders. He oversees the M&E Data Management Specialist, who maintains the project's internal indicator database, DevResults, and will ensure internal program management data is stored, analyzed, and disseminated over the life of LPT. Progress reports will be shared with Senegalese counterparts to support their internal reporting against CDPs within the PAQUET.

Data visualization generated through our DevResults system will make our quarterly and annual reporting more powerful by enabling viewers to see trends in indicators, such as MEN capacity growth over time. Project progress reports will present up-to-date indicator values as part of indicator tracking and will also include analysis of progress against targets and qualitative information and success stories. Data collection efforts will be synchronized with project quarterly reporting as well as with USAID's own fiscal congressional reporting schedule to ensure that the most current information is made available. Updated AMELP indicator values will be included in quarterly and annual reports in table formats along with succinct narratives on other quarterly performance information and annexed indicator tracking sheets.

LPT will comply with ADS 579 and will provide datasets and codebooks that include data on student learning outcomes, and information needed to estimate the number of unique pupils benefitting from program interventions over the life of LPT. LPT will execute a country-level memorandum of understanding that will define the terms with the Senegalese government allowing for sharing of datasets and other data with USAID, and will enable public access to data collected through LPT. Original datasets will be transmitted to USAID in accordance with ADS 579.

Chemonics will track the costs of each intervention, and then use our internal M&E software to link costs with activities using the ingredients method. In addition to providing USAID with clear information on the usefulness of interventions provided by the MEL system, this cost information will help ensure continuity of activities after program end by supplying the Senegalese government with information on the cost of LPT activities that must be absorbed into the government's budget.

v. Roles and Responsibilities

Lecture Pour Tous is served by a MEL team. The Senior MEL Specialist, head of the LPT MEL team, is the primary person responsible for driving the implementation of the AMELP. He is also be responsible for building the capacity of all program staff, reporting and supervising general monitoring and evaluation approaches, practices, and tools. The Senior MEL Specialist also cooperates closely with USAID/Senegal, any M&E service providers engaged by USAID and other counterparts as necessary.

Senior M&E specialist (Dakar). The Senior MEL Specialist works at the national level, leading LPT's MEL team in close coordination with key MEN staff. Moving forward, we aim for this to increasingly include

the director of the DPRE's *Division de Suivi et Evaluation*. He ensures that the LPT staff coordinate with other divisions of the ministry with data collection and M&E responsibilities, such as the *Système d'Information du Ministère de l'Education Nationale (SIMEN)*, responsible for ICT and management of Senegal's EMIS. He works closely with LPT's reading team to develop data collection tools and oversee high-quality data collection. He works in close coordination with the senior education advisor to oversee EGRA and LPT's research agenda, ensuring that results are used for adaptive program management and Senegalese government policy formation. He coordinates with the *Bureau de Suivi Strategique* of the DPRE to ensure that data generated with support of LPT will be used during reviews of PAQUET. The Senior MEL Specialist supervises the M&E specialist and MEL coordinators at zonal levels.

The Senior MEL Specialist is responsible for supervising and in some cases developing the protocols and standard procedures to ensure that data is gathered in a technically sound manner, is consistent and can be compared throughout the years. He will conduct data quality checks in the field twice a year, and makes judgments with respect to whether or not data meets quality standards, liaising with the Chief of Party, Chemonics home office MEL team, and/or Technical Director as needed for this purpose.

M&E specialist (Dakar). Reporting to the senior MEL specialist, the M&E specialist works closely with the DPRE's *Bureau de Suivi et Evaluation* and/or other relevant MEN structures such as the INEADE and SIMEN to create and maintain the project's internal M&E database, and generate regular progress reports. He also supports monitoring of indicators at the national level and conduct spot checks. He also oversee day-to-day activities of local firms or consultants hired by the project to collect data for special studies or surveys, and work with LPT partners to ensure data submission and quality. The M&E specialist supervises the data management specialist.

M&E Data Management Specialist. Reporting to the M&E Specialist, she is the keeper of the M&E database/DevResults System and is responsible for reviewing data integrity as inputted by different agents. She liaises closely with the SIMEN and MEN keepers of their education management and information systems (EMIS) to provide for sharing data across systems as much as possible.

M&E ICT Data Collection and Relay Specialist. This person serves as the main point person for ICT-enhanced systems for collecting and relaying data (i.e. through digitized tools on tablets and smartphones), working closely with the SIMEN and with IAs and IEFs as much as possible.

MEL coordinators (two, one in each zonal office). Reporting to the senior MEL specialist, MEL coordinators sit within LPT's zonal offices to provide non-embedded, full-time MEL support both to the project, and to program and Senegalese government MEL liaisons based in each region. MEL coordinators conduct data quality reviews, and support M&E of internal indicators to measure LPT's performance and progress against internal benchmarks not tracked by the Senegalese government. MEL coordinators supervise LPT M&E liaisons in IAs under their responsibility.

M&E liaisons (six, one in each IA). Reporting to the zonal MEL liaisons, M&E liaisons work closely with each regional *Bureau de Planification, Suivi-Evaluation* to conduct capacity building and data quality assurance of data flowing from the community, school, departmental, and regional levels. If there are issues in data quality, they will work with the government personnel responsible for data and coaches in school districts and in communities to address the issues and build their capacity to collect and enter quality data. These staff will also liaise with grantees or directly contact data sources to confirm authenticity of data.

Technical Outcome Teams. Critically, the leadership and members of each LPT Outcome team have an important role in drafting many of the data collection protocols specific to the measurement of indicators for their Outcome and Outputs, and for helping to analyze the data collected. In some cases, especially with LPT personnel embedded with MEN offices in the field, the technical teams are also involved in assisting or supervising data collection, particularly that which is related to keeping participant logs and other MEN/LPT initiative records.

Additional assistance. As necessary, strategic international and local experts will complement LPT staff to conduct niche assessments and research initiatives. Short-term consultants are supervised LPT staff, and will conduct in and out-briefings with our government counterparts to ensure government ownership of technical assistance.

The Senegal LPT MEL efforts are supported by the Chemonics' home office MEL team and the project's home office Technical Director.

The Chief of Party provides ultimate oversight over MEL, assuring that the work of the MEL team meets overall project needs and responds to USAID requests for information.

vi.   Information Management

LPT will use the DevResults software to store and manage collected indicator data. DevResults is designed for use in low internet connectivity countries like Senegal. DevResults will serve as a central repository of collected indicator data. LPT management, Chemonics Home Office, USAID and other stakeholders (as appropriate) will have access to view indicator progress and performance data. We will augment our system with other applied tools to fill specific data collection needs to help us meet and measure progress against our technical objectives, such as tablets used by inspectors to administer the teacher observation grid . DevResults will then present a dashboard of key data to identify opportunities for the Senegalese government and LPT to resolve emerging implementation challenges and opportunities. As required, a designated staff member will regularly provide participant training-related information to TraiNet and other mission-level MIS tools.

B. Data Collection Methodologies

With the diverse set of indicators and action research plan, LPT will implement several different data collection methodologies during the life of the project. While LPT works with MEN counterparts and, for Outcome 3, NGO partners to collect data from relevant actors on an ongoing basis, we will work to minimize the potential burden of reporting and data collection. This means using multi-purpose tools, collecting data for multiple indicators at the same time, and as much as possible, taking advantage of coaches' and technical staff visits to schools to gather additional data, while paying close attention to data quality, objectivity, and potential bias.

LPT partner Orange Labs/Sonatel will support the project with functional, mobile phone-based data collection tools through their M-Tew platform. The M-Tew platform will allow LPT staff to communicate via text messages with trained teachers and administrators, and the ability to create quick survey questions to receive feedback. The MEL team will work with technical staff to collect feedback from training participants, and about coaching visits using the M-Tew Platform.

For certain other surveys, the MEL team will use the Survey Solutions data collection technology. This is a free software developed by the World Bank which allows for data collection in surveys with several sections, complex skip logic and internal validation. The MEL team will work with technical staff in the development of survey instruments that which will then be translated to digital format on the website

and then downloaded to tablets for use by the enumerators. Survey Solutions includes provisions for review and approval of collected data. The MEL team will export results from Survey Solutions for analysis and storage. The M&E ICT Specialist will manage the digitization of the instruments and conduct the training for enumerators on how to use the tablets for data collection.

These tools will enable the MEN to capture accurate geo-referenced/GIS data that can be used by IEFs, coaches, and school directors to pinpoint teachers and schools in real-time that may need extra support, or that may be achieving results using techniques that could be replicated elsewhere.

LPT will use a variety of quantitative methods to gather the information necessary for indicator reporting, action research, and activity planning. These include:

- EGRA assessments using tablet-based Tangerine software, and that include teacher questionnaires generating data for both the LPT research agenda and to be able to better interpret results
- Intermediary assessment using the Local Education Management Approach (LEMA) that uses lot quality assurance sampling (LQAS) to provide binary spot-checks to monitor progress
- School-level observation tools and logs, with data transmitted by school directors and/or coaches via smartphones and tablets (verified with spot-checks from LPT personnel and MEN counterparts)
- SMS-based surveys of teachers
- Teacher, parental/community and MEN personnel surveys of knowledge, attitudes, and practices (KAP): KAP surveys at baseline, midline, endline –using local Senegalese research entities and consultants – under the supervision of each respective Outcome technical team and the M&E team, together with their MEN counterparts.
- Quarterly school visits by inspectors and other resource people to, among other things, collect observation data related to teacher application of new techniques, student use of materials, etc.

The MEN will have significant and increasing responsibility for collecting and analyzing data, and staff within our reading team will be responsible for ensuring timely and accurate data collection for their activities and outcomes quarterly or, in some instances, annually. The Senior M&E Specialist and his team will work with the MEN to continually build its capacity for M&E and coordinate data analysis and reporting.

To supplement the quantitative data collection directly for indicators, LPT will also use qualitative methods to provide additional context to collected data such as periodic focus groups of MEN employees, teachers, administrators, and community groups. This will provide opportunities to dig deeper into nuances of reported indicators and the context and evolutions that may not be readily obvious in quantitative results. The technical teams in the departments and regions, in conjunction with M&E personnel and their MEN counterparts, will conduct these exercises at least semi-annually in preparation for the performance review conferences.

C. Collaborating, Learning and Adapting

In keeping with the CLA approach, the LPT M&E Plan is also designed to:
- check and validate LPT's development hypothesis and intervention logic, and refine this as needed based on new evidence and continual learning
- coordinate and complement activities across intended results, and
- make timely course corrections as necessary.

This is described in more detail below.

i. Collaboration

Central to the implementation of all MEL activities is collaboration with the MEN, USAID, and local school administration. The AMELP, and selected indicators, have been designed to harmonize with MEN priorities and align with existing data collection such as that from PAQUET, to the greatest extent possible. As implementation moves forward, the activity team will evaluate the AMELP and indicators as MEN policies are updated and refines. LPT's performance monitoring and learning objectives are integrated into the Senegalese government's national and regional education sector monitoring and evaluation frameworks such as those defined in the PAQUET and CDPs.

The LPT M&E staff embedded in regional *Inspections d'Academie* (IA) and departmental *Inspections d'Education et de Formation* (IEF) will work with their Ministry counterparts to capture, communicate, and use reading data as well as provide a quality review of incoming data. At the school-community level, local NGO partners or community liasons working with the MEN and LPT will coordinate with Ministry inspectors and school directors and help engage with community groups and parents to create and sustain feedback loops where reading data is shared back to parents and communities, such as through community forums convened once or twice a year.

Reflecting the critical role of analysis, learning, and accountability in M&E, the framework helps stakeholders understand what changes are needed to improve results and performance, identify lessons learned for future projects and programs, and determine program success (i.e., assess whether program activities should be expanded) or mistakes that impede progress or success. In line with our CLA approach, LPT's team will work with our MEN counterparts to collect data related to their interventions on a regular basis and submit this for review and verification to our MEL staff. MEL staff will use these data in conjunction with other data from external evaluators, government partners, and community stakeholders to generate meaningful analysis and knowledge products that can be shared with stakeholders and used for work planning and activity review. These analyses will demonstrate trends, and identify issues and opportunities for additional data collection or management action.

ii. Learning

LPT is committed to both using action research to apply just-in-time learning to the design and adjustment of specific strategies and activities, and to cull learning from these experiences to inform future work in Senegal and the international community of practice.

The research work to be supported by LPT under Output 2.3 serves as the LPT learning plan, in conjunction with data gathered and analyzed for the performance indicators. Please see the LPT Research Plan for the list and discussion of the research studies currently planned with support from LPT. This list will be revised on an annual basis in accordance with work the workplan for Output 2.3 and the contractual mandate of LPT to assist the MEN in developing its own annual research agenda, of which some studies will be technical and financially supported by LPT.

iii. Adaptation

The power of analytics proposed in this MEL plan is based on the simple yet powerful test-learn-adapt model embedded in our program design to achieve reading results and impacts through systematic, iterative, and planned use of emergent knowledge and learning. Working to support the MEN help ensure that we make best use of available knowledge and contribute to LPT's intended results and the broader objectives of improving education in Senegal by providing local knowledge, technical expertise, best practices, and relevant data and results.

LPT will organize regular discussions with key stakeholders on implementation progress and problems and through biannual performance review conferences to review indicator data to date and critical questions on performance, outcome, and impacts. The conference to be held around July of each year will serve as an important basis for annual work planning. In addition, we will use knowledge, attitude and practice (KAP) surveys for measuring changes in behaviors, understanding, and perceptions of the importance of early grade reading within the MEN and communities. We will also use regular reports, communications, and case studies to disseminate an identified learning agenda and lessons learned to inform the design of interventions in other geographic areas or related donor projects through the international community of practice. This approach ensures that all partners are meaningfully engaged and enables the program to understand their vested interests and identify incentives that would most effectively lead to reading outcomes.

The results of the routine implementation monitoring, action research, and interim reading assessments will be reviewed in depth twice per year at the performance review conferences as noted above. The intent of these conferences is to pause and reflect on the collected data together with evidence from the broader industry and research. The LPT team and our MEN counterparts will identify any instances where interventions are not progressing as expected, and identify steps to better understand and improve interventions. One of the two annual meetings will coincide with the annual LPT work planning during which project activities could be increased, revised, created, or eliminated with USAID consent once the data shows the effectiveness (or lack) of the activities.

Collaboration, learning, and adapting will continue during the periods between the review conferences through mechanisms such as communities of practice, including reporting into and making presentations for the Global Reading Network and Basic Education Committee working groups; and the performance review conferences, including the annual one lined with work-planning.

D. Gender and Inclusion

PAQUET's focus on equity reflects the MEN's commitment to supporting all children to learn to read, regardless of disability or gender. The first step in reaching equity must be to accurately measure performance. Therefore LPT's AMELP integrates gender and social inclusion considerations into our data collection and analysis in a way that goes beyond just sex disaggregation. LPT's Gender and Inclusion Specialist will monitor incoming data for gender and disability patterns, and will use data to adapt and shape our activities and GESI plan. To ensure LPT and Senegalese government staff can monitor and evaluate progress on gender and disability, KAP surveys administered to communities will measure changes in MEN and communities' understanding of the benefits of inclusive education as a result of program interventions. Following the program's initial GESI analysis, custom and standard USAID gender indicators may be added to reflect the specific needs identified during the gender analysis.

E. Independent Evaluation

LPT will coordinate closely with USAID/Senegal Mission Monitoring and Evaluation Project (MEP) on all independent evaluation endeavors, including performance evaluations and the mid- and end-lines, and any impact evaluation of certain LPT components. This includes sharing of data on performance indicators, which will be facilitated through the DevResults system that presents indicator tracking and trends, and can generate ad-hoc reports. We will also coordinate with rapid monitoring, evaluation, research and learning efforts and/or impact evaluators as needed, such as for intervention sequencing and comparison groups. We will also help facilitate any data and observation needs of independent evaluators, and participate in coordination meetings.

ANNEX A: PERFORMANCE INDICATOR & TARGET TABLE

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
Activity-level outcome indicator									
1	**PERCENT OF LEARNERS WHO, DEMONSTRATE READING FLUENCY AND COMPREHENSION OF GRADE LEVEL TEXT BY THE END OF TWO GRADES** [Standard (FAF ES.1-1)/Contract]	A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. Learners should be counted in the total (denominator) if they are enrolled in grade 2 of primary or primary equivalent education (as defined above), and they directly benefit from	Y1, Y3, and Y5	0.1	N/A	20	N/A	60	60[5]

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[3] Targets for indicators related to schools, learners, and/or educators include numbers for daaras as well as public primary schools.

[4] All life-of-project (LOP) targets for indicators crafted as percentages are given as the highest percentage reached in Year 5. For indicators expressing an annual number, the LOP value reflects the total number of unique units from over the LOP. The few indicators that have cumulative LOP targets are denoted with an * next to the targeted LOP value.

[5] These targets were determined based on an originally estimated standard text for Grade 2 reading fluency and comprehension and the rationale detailed in the PIRS. While draft national standards and benchmarks were developed in November 2017 and a definition of end-of-Grade-2-level text is still under development, the midline and endline EGRAs will remain based on the originally estimated standard due to the need for comparability across the different time periods of assessment.

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc. Reading ability should be measured through an assessment system that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments. There is no universal benchmark or threshold indicating the ability to read with fluency and comprehension. The benchmark used should be tailored to the language, context, and assessment utilized, and should be developed in consultation with local reading experts and policymakers. In the absence of a context-specific benchmark, a common alternative is the level of Oral Reading Fluency associated with 80% reading comprehension (where 80% reading comprehension is operationalized at the ability to answer at least 80% of							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		comprehension questions correctly). Reading fluency and reading comprehension are distinct skills that are closely correlated. "Learners who demonstrate reading fluency and comprehension" should be operationalized as learners whose reading fluency score is at or above the reading fluency threshold associated with reading comprehension. The language(s) of assessment will be determined by country policies. If individual students are assessed in more than one language, the grade 2 language of instruction should be used as the basis for the calculation. A census of all the students and learners who received the intervention is not necessary. Rather, a statistical sample that is representative of that population is adequate. Those findings then may be extrapolated to the population. Proportion is reported as a percentage: • Numerator: Number of learners reached with USG reading programs/interventions who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 • Denominator: Total number of learners reached with USG reading programs/interventions who are at the end of							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		grade 2							

Cross-Activity indicator

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
2	**NUMBER OF LEARNERS REACHED IN READING PROGRAMS AT THE PRIMARY LEVEL** [Standard (FAF ES.1-5)/Contract]	A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. Learners enrolled in kindergarten can be included in this number only if kindergarten is accepted and funded by the government as an integrated component of primary education. Learners should be counted here if they are enrolled in primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction;	Annual	0	57,692 (Actual)	264,000	472,500	622,000	685,000*

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		tracking and teaching students by ability groups; providing increased time on task; etc. Examples of USG-supported education assistance that does not support improved reading outcomes include, but are not limited to: EMIS or assessment data collection; and administrative training for non-educators. When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once. This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.							

Outcome 1: Early Grade Reading Instruction in Public Primary Schools and *Daaras* Improved
Outcome-level indicators used to measure achievement of Outcome 1

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
3	PERCENT OF TARGET SCHOOLS ALLOCATING AT LEAST ONE HOUR A DAY TO READING	Percent of target public schools and daaras whose time table for each grade targeted by the program includes at least one hour a day for reading instruction in national language	Annual	N/A	70	80	88	95	95

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	INSTRUCTION (GRADES 1-3) [Custom/Contract]								
4	AVERAGE ORAL READING ACCURACY FOR FIRST GRADE STUDENTS (OR THE EQUIVALENT) [Custom/Contract]	Average student score for accuracy in reading connected text, measured in the percentage of correct words read of connected grade-level text, in language students speak and understand (Wolof, Sereer, Pulaar) and at the end of one school year of reading instruction supported by the program.	Annual	N/A	10	25	50	60	60
5	PERCENT OF FIRST, SECOND AND THIRD GRADE TEACHERS WHO APPLY THE TECHNIQUES AND METHODS OF EVIDENCE-BASED EARLY GRADE READING INSTRUCTION [Custom/Contract]	This indicator represents the proportion of targeted teachers who are able to correctly use new techniques and materials in instruction at the classroom level. In order to count, the teachers must be observed in the classroom demonstrating at least 70% correct adherence to the criterion-referenced observation grid that covers expected instructional routines, use of materials, and other practices.	Annual	N/A	45	50	60	70	70

Output 1.1 : Evidence-based early grade reading materials in Senegalese languages provided

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
6	NUMB ER OF PRIMARY SCHOOLS CLASSROOMS THAT RECEIVED A COMPLETE SET OF ESSENTIAL READING INSTRUCTION MATERIALS WITH	The list of materials defined as a "complete set of essential reading instructional materials" is context-specific and will vary with factors such as class level, language, and curriculum. At a minimum, the following materials and quantities should be included in the list of essential reading instructional materials for a classroom:	Annual	N/A	1,000	4,700	8,500	11,100	11,800*

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	USG ASSISTANCE [Standard (FAF ES. 1-11)/Contract]	• One reading instructional guide for each teacher • One student reading workbook per student • One set of decodable readers per student • One set of supplemental reading materials per classroom Additional teaching and learning materials, such as educational recordings or flash cards may be included in the list of materials defining a 'complete set,' however, the items listed above are a required minimum. Classroom materials such as pencils and chalk that do not convey instructional content should not be defined as part of the complete set. Within the parameters defined here, the categories and ratios of documents that constitute a complete set will be defined by the Mission in consultation with government counterparts, local reading experts, and USAID technical experts. For example, the precise definition of a complete set of supplemental reading materials should be tailored to the grade-level and curriculum relevant to the classroom. A classroom cannot be counted as having a complete set of essential materials unless all required materials are available in the classroom in the appropriate ratio of materials to students and teachers. For example, if each type of material is present in the classroom,							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		but there are only 50 student reading workbooks for 60 students, the collection is not complete. Depending on the design of the materials, a ratio of one item per student may be appropriate, or a ratio of several items per student may be necessary a complete set. For example if a collection of decodable reading passages is incorporated into a single booklet, one booklet per student may be appropriate. Alternatively, if decodable reading passages are published separately, the full set of materials per student may be appropriate. Some essential materials, such as teacher guides, can be expected to last more than one year without replacement. Other essential materials, such as student workbooks and decodable readers, are considered consumable instructional items because they must be replaced annually. Classrooms that receive the full set of consumable and non-consumable materials with USG assistance should be counted towards this indicator. Classrooms that receive a replenishment of consumable and/or non-consumable items in order to re-complete the set of materials for a new year may be counted as well. The same classroom can be counted in multiple years if the collection is replenished with USG support							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		each year. For LPT, a "complete set" of essential reading instructional materials for a classroom includes: • One reading instructional "tool" or guide for each teacher • One set of read-aloud texts to be used by the teacher • For Grade 1 classrooms, an alphabet chart • One student reading "tool" or textbook per student • One student take-home workbook/reader • One set for every 10 students in classroom for each of three sets of leveled, decodable readers per classroom (one set per level of reader) – except in the 2017-2018 school year.							
7	**NUMBER OF PRIMARY (SECONDARY) TEXTBOOKS, AND OTHER TEACHING AND LEARNING MATERIALS PROVIDED WITH USG ASSISTANCE** [Standard (FAF ES.1-10)/Contract]	Textbooks and other teaching and learning materials (TLM) are the aids used by the educator to help in teaching/instructing effectively and the aids used by the learner/student to help in learning more effectively. Some materials are designed, printed, and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USG support. In the totals, materials should be counted only once. For example:	Annual	0	105,700 Actual	621,000	448,000	1,926,000	3,102,301 *

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		• One (1) teacher manual and one (1) student textbook are designed and developed with USG assistance. • 2,000 copies of the teacher manual and 100,000 copies of the student textbook are printed and distributed with USG assistance. • The total count would be 102,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance. (2,000 teacher manuals + 100,000 student textbooks = 102,000 TLM) Examples of TLM include, but are not limited to, the following: textbooks; student workbooks; supplementary reading books; educational tapes and CDs; library books; reference material in paper or electronic formats; support material for educational radio and TV broadcasts; teacher manuals and guides; etc. "Sets" of small materials (e.g. flash cards; alphabet cards) should be counted as a single TLM rather than individuals TLMs. For example: • One (1) complete set of alphabet flash cards contains 26 cards. • 5,000 sets of alphabet flash cards (130,000 individual cards) are purchased and distributed with USG assistance. • The total count would be 5,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		assistance. Essentially, TLMs are associated with content embedded in the material itself. Materials and means of conveying content that have no content themselves are not included. Examples of materials that are NOT counted include, but are not limited to, the following: pencils, pens, and other writing utensils; handouts used in training and professional development; chalk; chalkboards; slates; whiteboards; etc. These materials are not counted as TLM because they do not convey content in and of themselves. For LPT, the TLMs being tallied in this indicator consist of the following, printed and distributed: • the total number of copies of the teacher's guide /"tool" • the total number of alphabet charts • the total number of sets or volumes of read-aloud stories for use by teachers • the total number of copies of the student textbook or "tool" • The total number of copies of student take-home workbooks/readers • The total number of sets of leveled, decodable readers, with one set covering one level of reader (and the objective of providing one set for every 10 students in the grades for							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		which the level is intended) The tallies and estimates for this indicator include the total number of copies printed and distributed with USAID/LPT support, including copies for school directors, inspectors, resource people, trainers, ministry officials and other key actors who need copies in order to do their job.							
8	**PERCENT OF CLASSROOMS IN WHICH THE STUDENTS ARE USING EVIDENCE-BASED EARLY GRADE READING MATERIALS PROVIDED WITH LPT SUPPORT** (Custom)	This is the proportion of classrooms observed on sample basis in which all or nearly all students are seen to be using a textbook or reading text during an early grade reading lesson using LPT-supported methods and materials. "Using" signifies that the student is observed in possession of an individual copy of the textbook or reading text, and this book or text is open. "All or nearly all" is defined by an observer's recorded assessment that "yes, approximately" ("Oui, à peu près") each student has her/his own reading tool [book] in front of her/him and is using it ("*Chaque élève a son propre outil de lecture devant lui/elle et l'utilise*".)	Quarterly	0	60	70	80	90	90

Output 1.2: Teachers' skills in evidence-based early grade reading instruction improved

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
9	**NUMBER OF PRIMARY (OR SECONDARY) EDUCATORS WHO COMPLETE**	Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in	Annual	164	1400	4000	6,500	9,400	*21,300

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	PROFESSIONAL DEVELOPMENT ACTIVITIES WITH USG ASSISTANCE [Standard (FAF ES.1-6)/Contract]	a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc. Professionals who work in the education sector but whose primary function is not to transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include, but are not limited to: school administrators such as principals (unless principals also teach); ministry officials, supervisors; and teacher trainers (if these teacher trainers are not also teachers). Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity. Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		Educators reported in other indicators, such as ES.1-9, ES.1-10 or ES.1-11, should also be counted towards this indicator. When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed).							

Output 1.3: Coaching and supervision of early grade reading instruction improved

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
10	PERCENT OF EARLY GRADE TEACHERS WHO REPORT RECEIVING COACHING WITH ADEQUATE FREQUENCY FOR THE IMPLEMENTATION OF EVIDENCE-BASED EARLY GRADE READING APPROACH [Custom/Contract]	This indicator measures the proportion of supported early grade teachers who report receiving coaching with adequate frequency for the implementation of the reading approach. In order to be included in the percentage a teacher must report that they have had at least one session twice a month for the first three years that a teacher is implementing the program, and at least once/month in subsequent years.	Quarterly	N/A	35	45	60	75	75
11	PERCENT OF COACHES OR SUPERVISORS WHO DEMONSTRATE COMMAND OF EARLY GRADE READING INSTRUCTIONAL TECHNIQUES AND	This indicator measures the percent of coaches/ supervisors who demonstrate command of early grade reading instructional techniques by scoring 80% or higher on a criterion-referenced test. The test, which will be administered to coaches/supervisors (i.e. school directors and some inspectors/resource people) will measure knowledge of key early grade reading	Annual	N/A	40	65	78	90	90

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	COACHING/SUPERVISION TECHNIQUES [Custom/Contract]	instructional techniques and knowledge of key principles, techniques and responsibilities required for effective coaching and supervision.							
12	**NUMBER OF EDUCATION ADMINISTRATORS AND OFFICIALS WHO COMPLETE PROFESSIONAL DEVELOPMENT ACTIVITIES WITH USG ASSISTANCE** [Standard (FAF ES.1-12)]	Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g. school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g. school, NGO). Their roles do not involve teaching or direct instruction of students. Examples include, but are not limited to, the following: principals; superintendents; coaches; trainers; inspectors; technical specialists; managers; etc. Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity. Education administrators and officials who benefit from services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g. cascade training) are counted.	Annual	1,092	3,200	3,300	3,350	3,450	14,415

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		When calculating the total numbers of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed).							

Output 1.4: Early grade reading assessment improved

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
13	RATIO OF TARGETED DEPARTMENTS USING LOCAL EDUCATION MANAGEMENT APPROACH (LEMA) FOR ASSESSING SCHOOL STATUS OF EARLY GRADE READING PERFORMANCE [Custom]	This indicator refers to the proportion of program-assisted department-level education offices (Inspections de l'Education et de la Formation, IEFs) whose monitors use LEMA with lot quality assistance sampling (LQAS) at least once during the year to assess early grade reading outcomes in their department. The denominator of "targeted" departments refers to the total number of departments targeted in a given year, i.e. 15 in Year 1 and 21 starting in Year 3.	Annual	0	4/15	15/21	18/21	18/21	18/21

Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved
Outcome-level indicators used to measure achievement of Outcome 2

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
14	NUMBER OF INSTITUTIONS THAT MEET OR EXCEED ACCEPTABLE STANDARD OF CAPACITY TO DELIVER EARLY GRADE READING	Number of MEN directorates, inspectorates, or other units targeted by the program for capacity strengthening that meet or exceed acceptable standards of capacity to deliver early grade reading instruction as measured by annual capacity assessments	Annual	N/A	6	11	26	43	43

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	INSTRUCTION [Custom/Contract]								

Output 2.1: Coordination and communication about early grade reading increased

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
15	**PERCENT OF TARGETED MEN DIRECTORATES, CHEFS DE DIVISIONS, AND REGIONAL KEY STAFF SURVEYED DEMON-STRATING AWARENESS AND UNDER-STANDING OF KEY THEMES RELATED TO EARLY GRADE READING AND THE NATIONAL READING PROGRAM** [Custom]	This indicator measures MEN staff awareness and understanding of key themes related to early grade reading and the objectives and main strategies of the national reading program (Programme national"Lecture Pour Tous"). Specifically, it is the proportion of MEN staff surveyed whose overall responses demonstrate a rating of "good" or above for awareness and understanding as measured by the survey's scale. Targeted population includes: MEN staff at the central, regional, and departmental levels who are intended to be involved in the Lecture Pour Tous national program. The specialized knowledge, attitudes and practices (KAP) survey for MEN staff will focus on their current level of awareness related to the importance of early grade reading, effective approaches to teaching early grade reading, and the engagement of many different kinds of actors for its success, as well as on understanding of their roles and responsibilities and MEN systems related to core reading program elements — policies, plans, strategies, and objectives.	Y2, Y3 & Y5	TBD	N/A	67	N/A	83	TBD

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		Output 2.2: National standards for early grade reading adopted and applied							
16	**NUMBER OF SETS OF EARLY GRADE READING PERFORMANCE STANDARDS DEVELOPED AND VALIDATED WITH LPT SUPPORT** [Custom]	Number of sets of standards, including both student and teacher standards that have been validated by the Ministry of Education. For student performance standards, a "set" refers to all standards and benchmarks established for a single grade level (and all target languages), and covers, at a minimum, a standard for fluency (correct words per minute) and a standard for comprehension. For teacher performance standards, a "set" refers to the framework covering expectations for teaching early grade reading, valid for any and all languages. The early grade reading performance standards for teachers refer to the minimum competencies required to teach students reading with quality. "Developed" = Standards have been established in a workshop with MEN staff, at least provisionally while they undergo further testing and review. Validated = Standards having gone through a validation process and then adopted by a decree or *note circulaire* signed by the authorities of the MEN.	Annual	0	0	0	3	1	4
17	**NUMBER OF SENEGALESE GOVERNMENT**	This indicator tracks the number of Senegalese government personnel (e.g. CRFPE staff, inspectors, other IA and IEF staff, school	Annual	0	2,190	5,400	9,600	12,550	29,740*

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	PERSONNEL PROVIDED WITH INFORMATION ON STUDENT AND TEACHER PERFORMANCE STANDARDS [Custom]	directors, teachers, key central ministry staff) provided with information about provisional and/or validated student and teacher performance standards with regard in part to how these standards can be applied to guide instruction and assessment. Information will be provided through trainings and/or other information meetings convened at the various levels in the education system. For the purposes of this this indicator, we proposed to measure the number of people who have formally and purposefully received this information either through meetings organized by LPT or with support from LPT.							

Output 2.3: Research on early grade reading in Senegal produced and disseminated

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
18	**NUMBER OF EARLY GRADE READING-FOCUSED RESEARCH REPORTS PRODUCED AND DESSEMINATED** [Custom]	This indicator counts the number of research reports produced with the direct assistance of LPT/USAID and also disseminated in coordination with the MEN. These studies and their dissemination serve to analyze information to adjust or create policy supportive of early grade reading, as well as to shape other interventions under Outcomes 1, 2, and 3. Produced = reports that have been written, and in the case of studies that are contractually required by USAID, reports that have been approved by USAID.	Annual	0	4	5	3	1	13

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		Dissemination refers at a minimum to sharing of study report briefs in French with MEN stakeholders and/or organizing meetings to share study results.							

Output 2.4: Policies in support of evidence-based early grade reading instruction implemented

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
19	NUMBER OF LAWS, POLICIES, REGULATIONS, OR GUIDELINES DEVELOPED OR MODIFIED TO SUPPORT EVIDENCE-BASED EARLY GRADE READING INSTRUCTION [Custom, former FAF]	Number of laws, policies, regulations, or guidelines created or modified with the purpose of improving the quality of education services (particularly with respect to early grade reading and not including fluency and comprehension standards)	Annual	1	2	2	4	1	10*

Output 2.5: Ministry of Education staff's performance of essential functions improved

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
20	NUMBER OF TARGETED MEN STRUCTURES SHOWING IMPROVEMENT OF ESSENTIAL FUNCTIONS RELATED TO EARLY GRADE READING [Custom]	This indicator tracks the number of ministry structures that receive technical assistance from LPT for human and institutional capacity development (HICD) and are shown to have improved their performance of essential functions relative to supporting early grade reading. Ministry structures include directorates at the central ministry level as well as IAs and IEFs at the deconcentrated levels. "Essential functions" are defined for each targeted structure according to official	Annual	N/A	4	10	15	20	20

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		ministry documents and of these certain functions are determined with LPT's assistance to be important for supporting successful early grade reading outcomes and become those "related to early grade reading." "Improvement" is defined by positive changes in scores on key performance indicators (KPIs) established for each targeted structure relative to the essential functions related to early grade reading. Any structure that increases their KPI scores from one evaluation of these scores to the next (usually over the course of a year) will be counted as "showing improvement" during each given LPT project year. The amount of change in the score for each KPI required to count as "improvement" will be determined for each structure and KPI. Structures that have achieved the highest possible value for their key performance indicators and maintain that value from one measurement to the next will also be counted among those "showing improvement." For each MEN structure at the central level as deconcentrated, there are a number of essential functions recorded in an official document (Decret, Arêté, Mission Letter, etc.) in coherence with the organization chart of the MEN. After a well-conducted diagnostic, the areas in which the structure shows real							

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		needs for reinforcement to be more efficient are identified. Subsequently LPT defines in relation to the structure of the activities to be rolled out to improve its performance.							

Outcome 3: Parent and Community Engagement in Early Grade Reading Improved
Outcome-level indicators used to measure achievement of Outcome 3

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
21	PERCENT OF HOUSEHOLDS ASSISTED WHERE EARLY GRADE CHILDREN ARE REGULARLY ENGAGED IN READING ACTIVITIES [Custom/Contract]	This represents the proportion of households in targeted communities (based on a sample) who have at least 1 child participating in at least 1 early grade reading activity. A household will count if one of the children in the household participates in at least one early grade reading activity. So if a household has three children and one participates and the other two do not, the household is still counted positively in the numerator.

An assisted household is a household in a targeted community who has a child of early grade age participating in public school (or equivalent). For the purposes of this indicator, an early grade reading activity is one that is conducted outside of school hours, such as:
• Families report that they read to their child
• Families report that their child reads to them
• Child participating in community reading events

Regular means at least two times per week.

"Early Grade Children" is defined as those | Y1, Y3, Y5 | N/A | 44 | 50 | N/A | 60 | 60 |

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		children in the first three years of primary school: CI (Cours Initial), CP (Cours Préparatoire) and CE1 (Cours élémentaire 1).							
22	**NUMBER OF PARENT TEACHER ASSOCIATIONS (PTA'S) OR COMMUNITY GOVERNANCE STRUCTURES ENGAGED IN PRIMARY OR SECONDARY EDUCATION SUPPORTED BY USG ASSISTANCE** [Standard (FAF ES. 1-13)]	Provide a count of the number of parent teacher associations (PTAs) or community-based school governance structures that are receiving USG support and are engaged in primary or secondary education. Community-based school governance structures are School Management Committees (CGEs) that include representatives from school leadership, teachers, PTAs and local community resource persons. Engagement in education includes promoting the participation of parents (or caretakers) and other community members in school-level decision making around early grade reading interventions (for the first three grades of primary school-CI, CP-CE1), monitoring the quality of early grade reading teaching, organizing school-based reading events, and integrating and monitoring of EGR activities in school support plans (Plan d'action volontariste, or PAV). Examples of USG support to community-based school governance structures includes, but is not limited to: direct financial support (grants); and training in skills related to serving	Quarterly	N/A	158	760	769	793	793

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
		on a PTA, SMC, or equivalent governance body.							

Output 3.1: Parent and community demand for high-quality early grade reading instruction increased

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
23	PERCENTAGE OF TARGETED HOUSEHOLDS SURVEYED SHOWING DEMAND FOR HIGH-QUALITY EARLY GRADE READING INSTRUCTION (CUSTOM)	The proportion of households among those surveyed whose responses, in quantified form, are at an average or above composite rating for the "demand" rubric of the community KAP survey.	Y2, Y3, Y5	N/A	30	45	N/A	65[6]	65

Output 3.2: Community-based early grade reading activities implemented

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[6] Targets will be revisited based on the results of the baseline survey of parental/community knowledge, attitudes and practices (KAP)

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
24	**NUMBER OF COMMUNITY-BASED EVENTS HELD TO INCREASE STUDENTS' ENGAGEMENT IN AND ENJOYMENT OF READING** [Custom/Contract]	This is a count of individual events held at the school-community level or with two or more school-communities to support early grade reading, and may include reading competitions, plays, award ceremonies to recognize students who have shown that they can read and/or have improved in learning to read, reading camps during school vacations, events to create texts for students to read and other public gatherings designed to promote early grade reading. Students are those children in the first three grades of primary schools (CI, CP and CE1) An event is described as a discrete set of time dedicated to supporting early grade reading . An "event" may be a collection of different activities above combined on a single day or over consecutive days. In the event that a reading competition and award ceremony occur on the same day as part of the same campaign the event the individual activities will not be counted twice. If however a school holds two reading competitions at different points during the year, i.e. in different terms, that will be reported as 2 events.	Annual	0	79	1,560	2,307	2,379	6,325*
25	**NUMBER OF SCHOOL-COMMUNITIES RECEIVING FUNDING**	Number of school-communities in the given year receiving funding via the LPT-supported small grants program channeled to PTA/school management committees in support of	Annual	0	50	250	300	0	600*

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	THROUGH LPT-SUPPORTED SMALL-GRANTS PROGRAM [Custom]	community-led activities to promote early grade reading							

Output 3.3: At-home support to early grade learners improved

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
26	**PERCENT OF TARGETED HOUSEHOLDS WHERE PARENTS OR OTHER CARETAKERS REGULARLY UNDERTAKE ACTIVITIES SUGGESTED BY THEIR SCHOOL/PTA TO SUPPORT THEIR EARLY GRADE STUDENTS' READING AQUISITION** [Custom/Contract]	This represents the proportion of households in targeted communities (based on a sample) that have children in Grades 1-3 (in keeping with the LPT roll-out plan starting with Grade 1 in Year 2) and that report at least one parent or caregiver regularly completing activities suggested by teachers, school directors, and/or parent association members to support early grade children's learning at home relative to reading. These activities could include using the student's take-home book to do reading exercises at home, using the simple home-school communication tool to track student progress, attending parent-teacher conferences about their child's reading learning, attending PTA meetings or community forums about supporting early grade reading at home, etc. "Regularly" will be defined for each activity according to the frequency recommended for that activity.	Y2, Y3, Y5	N/A	45	50	N/A	65	65

Output 3.4 : Parent and community monitoring of early grade reading instruction delivery improved

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
27	**NUMBER OF COMMUNITY**	This indicator counts the number of events, or forums, designed for sharing school and/or	Annual	0	158	1,520	1,538	1,586	4,802*

#	Indicator[3]	Definition	Reporting Frequency	Year 1 Target/ Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target	Life-of-Project (LOP) Target[4]
	FORUMS HELD TO MONITOR EARLY GRADE READING INSTRUCTION DELIVERY (Custom)	reading information with the school community (i.e. parents and caregivers). A forum is defined as an event open to the public where school officials can present information and residents have an opportunity to voice opinions. A forum could be specifically designated for sharing results or the topics could be covered as part of a pre-planned event. Events that involve the community but do not discuss the following issues results of EGRA; to share reading data, discuss regular classroom assessments; and to discuss parental support of reading do not count as a forum in this context. These events will be held by local NGO partners and/or community liaisons and participating school management committees/PTAs, with the support of the Outcome 3 team.

A forum must involve the representatives of the following groups: school administrators; parents and caregivers; teachers or any other community groups such as women and youth groups | | | | | | | |

ANNEX B: PERFORMANCE INDICATORS REFERENCE SHEETS

USAID Performance Indicator Reference Sheet
Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Project Goal: Early Grade Reading Skills Improved
Name of Indicator: 1) Percent of learners who demonstrate reading fluency and comprehension of grade level text by the end of two grades
Type of Indicator: Standard **(FAF)**
If a Performance Plan and Report indicator, link to foreign assistance framework: [FAF ES. 1-1]
DESCRIPTION
Precise Definition(s): A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum.

Learners should be counted in the total (denominator) if they are enrolled in grade 2 of primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc.

Reading ability should be measured through an assessment system that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments.

There is no universal benchmark or threshold indicating the ability to read with fluency and comprehension. The benchmark used should be tailored to the language, context, and assessment utilized, and should be developed in consultation with local reading experts and policymakers. In the absence of a context-specific benchmark, a common alternative is the level of Oral Reading Fluency associated with 80% reading comprehension (where 80% reading comprehension is operationalized at the ability to answer at least 80% of comprehension questions correctly).

Reading fluency and reading comprehension are distinct skills that are closely correlated. "Learners who demonstrate reading fluency and comprehension" should be operationalized as learners whose reading fluency score is at or above the reading fluency threshold associated with reading comprehension.

The language(s) of assessment will be determined by country policies. If individual students are assessed in more than one language, the grade 2 language of instruction should be used as the basis for the calculation.

A census of all the students and learners who received the intervention is not necessary. Rather, a statistical sample that is representative of that population is adequate. Those findings then may be extrapolated to the population. |
| **Unit of Measure:** Percentage (students/learners) |
| **Disaggregated by:** Percent of male learners, percent of female learners, numerator (female learners), numerator (male learners), denominator (female learners), denominator (male learners), sex, language, disability vs. nondisability, geographic location (region, department), type of school |

Calculation Method: Numerator: Number of learners reached with USG reading programs/interventions who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 Denominator: Total number of learners reached with USG reading programs/interventions who are at the end of grade 2	
Indicator Validity (Rationale or Justification for indicator): This indicator provides a sense of the overall success of USAID education programs at improving learning outcomes and improving reading skills. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.	

PLAN FOR DATA COLLECTION BY USAID
Data Source: EGRA
Data Collection Methodology: Representative sampling of students
Frequency of Data Collection by Activity: Y1, Y3, and Y5
Frequency of Data Reporting to USAID: Y1, Y3, and Y5
Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments: TBD
Data Reliability and Timeliness including Known Data Limitations: Care required to ensure consistent approach year over year so that results are comparable.

TARGETS AND BASELINE
Baseline timeframe: Year 1

Rationale for Targets (optional): Our original targets were estimated before the Year 1 baseline was conducted. At that time, we based our estimated targets on the information currently available. Then, the latest data from Senegal released April 2016 in the Rapport Annuel de Performance (RAP) 2015 showed that in 2014, 54.5 percent of second graders reached the minimum threshold mark for reading in French, but in 2015, only 21.2 percent reached this mark (RAP, 2015). (MEN sources suggest that this decline was due to different instruments being used from one year to the next.) The RAP makes clear that its indicators were agreed upon with technical and financial partners, but it's unclear what grade level standard they used for each grade. PALME found that in 2013, second grade children were able to read an average of 17.6 correct words per minute (cwpm) in French. In SIL's EMiLE program (conducted at a very small scale in Serer, with limited support in terms of text and teacher oversight), Senegalese Grade 2 students read an average of 18 cwpm and 68 percent of the students correctly answered comprehension questions (two questions asked). To compare with USAID's Kenya Primary Reading and Math Initiative (PRIMR) – a program that used a similar structure and focus as the one we are proposing in Senegal and in which children learned to read in a transparent , agglutinative national language – Grade 2 students read an average of 30 cwpm (an additional seven cwpm over control schools) and 46.6 percent correctly answered five comprehension questions (10 percentage points better than control school peers) after two years of intervention.

The LPT baseline EGRA data for reading in national languages are now available, and the results were quite dismal: only 0.1% of Grade 2 students in the representative sample of the six target regions were found to be reading in national languages at the level now preliminarily prescribed by the new draft reading minimal standards of 25 correct words per minute for oral reading fluency and 60% percent of questions correctly answered based on reading comprehension. Looking at their French scores and rates of reading invented words, we can also see that students' decoding skills generally are very low.

It is important to note that the text used in the EGRA baseline instrument was approximated to be at the Grade 2 reading level, but that the definition of what will established as a standard grade-level text for the end of Grade 2; however, per the current LPT-reading model, all graphemes and syllable types will be introduced in Grade 1, and so there may not be significant changes in the level of that text in any case. It is also important to note that these scores represent a true baseline for reading in national languages, as nearly all students tested had never learned in national languages before.

Regardless, those scores represent the reality of the starting point for this program, and the program's targets must be adjusted as a result. The new targets proposed here are based on a review of the latest rates of improvement and the highest levels of achievement seen from other early grade reading programs around the world and in Africa particularly that have been taken to scale. While some pilot programs have been able to get better results, reaching the majority or even half of Grade 2 students reading at grade level has thus-far proven allusive when starting with rates as low as the Senegal baseline measures. The new targets reflect this reality, and in the fact that for many programs, it has been hard to get more than 2 percentage points improvement a year. Because the Senegal baseline is so low, it is possible that we could also see greater rates of improvement just by introducing the targeted national language reading program; and so we have calculated that potential factor in here as well. Finally, we are also calculating into these revised targets a minor degree of risks inherent in the fact that we cannot completely control at 100% the quality of the materials developed by private publishers when they starting partially in Year 2.

CHANGES TO INDICATOR

Changes to indicator:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**Y1**	
Year 1	**TBD**	0.1
Year 2	**N/A**	
Year 3	**20**	
Year 4	**N/A**	
Year 5	**60**	
LOP	**60**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Project Goal: Early Grade Reading Skills Improved	

Name of Indicator: 2) Number of learners reached in reading programs at the primary level

Type of Indicator: Standard **(**FAF)/Contract
If a Performance Plan and Report indicator, link to foreign assistance framework: FAF ES. 1-5

DESCRIPTION

Precise Definition(s): A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum.

Learners enrolled in kindergarten can be included in this number only if kindergarten is accepted and funded by the government as an integrated component of primary education.

Learners should be counted here if they are enrolled in primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc.

Examples of USG-supported education assistance that does not support improved reading outcomes include, but are not limited to: EMIS or assessment data collection; and administrative training for non-educators.

When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once.

This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year.

Unit of Measure: # of students/learners
Disaggregated by: Grade, sex (males and females), type of school, disability vs. non-disability, geographic location (region, department)
Calculation Method: Addition
Indicator Validity (Rationale or Justification for indicator): This indicator provides a sense of the overall scale of students benefitting from USG reading programs/interventions. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.

PLAN FOR DATA COLLECTION BY USAID

Data Source: MEN records
Data Collection Methodology: Document review
Frequency of Data Collection by Activity: Annually
Frequency of Data Reporting to USAID: Annually
Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Data based on enrollment figures is variable and subject to limitations in local record keeping, time of year of collection therefore it is possible for two different measurements in the same year to have different figures even for the same school.

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): Based on estimated enrollment numbers for each of the targeted classes and cohorts for each year of the program, stemming from MEN projections for public primary schools and from program estimates for daaras participating in the pilot daara program and updated with actuals from Year 2.

Targets have been updated from the original estimates at the beginning of the program to adjust for a reduction in the number of regions from 6 to 4 during Year 2, but also the much larger number of students founds in target schools than had been estimated based on the previously available MEN's education statistics reports and growth projection formulas.

Targets factor in the fact that approximately 10% of public primary schools in the 6 target regions serve populations that do not speak as mother tongue one of the program's three target national languages, and that other schools do not have Grade 1 or Grade 2 in the school every year.

The LOP target comprises the estimated total number of individual students/learners to be served over the five years of the program.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**N/A**	
Year 1	**0**	
Year 2	**60,000**	**57,692**
Year 3	**264,000**	
Year 4	**472,500**	
Year 5	**622,000**	
LOP	**685,000**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Outcome 1: Early Grade Reading Instruction in Public Primary Schools and Daaras Improved	

Name of Indicator: 3) Percent of target schools allocating at least one hour a day to reading instruction (Grades 1 - 3)

Type of Indicator: Custom/Contract

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s):
Percent of target public schools and daaras whose written time table for each grade targeted by the program includes at least one hour a day for reading instruction in national language.

Unit of Measure: Percentage (public schools and daaras)

Disaggregated by: Type of school, geographic location (region, department), grade

Calculation Method:
Numerator: Total number of schools meeting criteria in reporting period
Denominator: Total number of targeted schools in reporting period

Quarterly results will be averaged for annual targets.

Indicator Validity (Rationale or Justification for indicator):   Consistent reading instruction by teachers is a necessary support to reinforce reading skills

PLAN FOR DATA COLLECTION BY USAID

Data Source: School files documentary evidence

Data Collection Methodology: Document Review

Frequency of Data Collection by Activity: Annual

Frequency of Data Reporting to USAID: Annual

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: First, there may be some resistance from families, teachers, school directors, or others to the officially mandated schedule for the use of national languages. To mitigate this, we will support the ministry to promote the critical need for sufficient time dedicated to reading, and to reading in national languages in particular, addressed through our communication activities under Output 2.1 and 3.1. Secondly, there are the challenges generally associated with teachers adhering to scheduled time-on-task, including tardiness of both teachers and students, administrative and other teacher distractions, and classroom management. Our proposed work with teacher supervisors, coaches, and the community aims to reduce these issues and increase adherence to time-on-task.

TARGETS AND BASELINE

Baseline timeframe: Year 1

Rationale for Targets (optional): Following the release of the official note from the MEN for the 2017-2018 school year mandating one hour of reading and writing instruction in L1 for all types of accredited primary schools, we estimate that at least 70% of schools targeted in 2017-2018 will follow this directive and adopt this time table for their own schools, as noted in the written time table for their specific school. Through the Lecture Pour Tous trainings, MEN coordination efforts, and mass communications campaign, we anticipate that school directors will increase their awareness of this mandate and the importance of the allocation of at least 60 minutes per day for reading (and additional time for writing in L1, as anticipated in Year 3), and in time will increase their compliance with it. We estimate that this will bring us to at least 80 percent in Year 3 and 88 percent in Year 4, reaching 95 percent of schools by Year 5.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes: LPT-supported schools will fall into one of two categories: (1) schools implementing the anticipated consolidated bilingual curriculum that the MEN plans to introduce on a phased rollout schedule beginning in the 2016-2017 school year, and (2) schools not yet implementing the bilingual curriculum.

Further information on actual time-on-task will be captured in the teacher KAP study done at baseline, midline and endline in keeping with contractual mandate for research under Output 2.3.

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**TBD**	
Year 1	**N/A**	
Year 2	**70**	
Year 3	**80**	
Year 4	**88**	
Year 5	**95**	
LOP	**95**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Outcome 1: Early Grade Reading Instruction in Public Primary Schools and Daaras Improved	
Name of Indicator: 4) Average oral reading accuracy for first grade students (or the equivalent) after one year of reading instruction in a language they speak and understand	
Type of Indicator: Custom/Contract	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s): Average accuracy for reading connected text, measured in the percentage of correct words read of three sentences of connected grade-level text, in language students speak and understand (Wolof, Sereer, Pulaar).

Unit of Measure: Percentage of correct words read

Disaggregated by: Sex, type of school, language, disability vs. non-disability, geographic location (region, department)

Calculation Method:

Average student score for accuracy in reading connected text, measured in the percentage of correct words read of connected grade-level text, in language students speak and understand (Wolof, Sereer, Pulaar) and at the end of one school year of reading instruction supported by the program.

Average student score of the representative sample of CI students across all languages, where a student's score is calculated as a percentage based on the following:

Numerator: Number of words read correctly, with virtually no time limit.

Denominator: Total number of words in 3-4 sentences of grade-level text for end-year CI (Grade 1).

Virtually = up to three minutes.

The average of the oral reading accuracy scores across all languages and geographic areas is therefore calculated as the sum of oral reading accuracy scores (percent of words read correctly) for each student tested divided by the total number of students tested. So if there are two students tested, and the first score is 50% of words correctly read and the second is 10% of words correctly read, the indicator value would be reported as 30% correct words read (50+10)/2.

Indicator Validity (Rationale or Justification for indicator): Oral reading accuracy is a key metric of language acquisition at the Grade 1 level, and is more appropriate for Grade 1 level than oral reading fluency, particularly given the focus of Grade 1 primarily on decoding accuracy.

PLAN FOR DATA COLLECTION BY USAID

Data Source : assessment reports from the EGRA lite/Grade 1 EGRA in a representative sample of schools in each of the three target languages

Data Collection Methodology: assessment of oral reading accuracy using early grade reading assessment tool

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations:

TARGETS AND BASELINE

Baseline timeframe: 2017

Rationale for Targets (optional):

Targets have been updated to conform with the change of indicator from oral reading fluency to oral reading accuracy. Targets are based on current estimates of performance based on the 2017 baseline EGRA and the rates of achievement that could be expected in this context, as analyzed and discussed during the norms and standards workshop in November 2017 resulting in the draft norms and standards for CI and CP. Per those draft standards, the minimal performance benchmark for CI is 50% of words read correctly. First grader performance up to 25% is considered "beginner" reading; 26% to 49% is "emergent" reading and 50% to 70% is "competent" reading.

We currently estimate that we can get above the national minimum standard of 60% accuracy by the end of the project, starting with modest gains from the baseline of up to 10% accuracy by the end of Year 2 (the first year of implementation) and increasing from there as materials and teacher practice improves.

Target estimations take into account the following factors:
- Extremely low baseline measures and recent follow-up (though non-representative) assessments that suggest that Grade 1 students currently cannot read in national languages and also have extremely low decoding skills generally.
- For Year 2, delays in delivery of student tools to all students during the 2017-2018 school year, plus less-than-optimal impact of initial experimental materials that do not fully align with an explicit and structured phonics approach due to initial compromises made.
- For Years 3, 4 and 5: The risks inherent in the fact that we cannot completely control at 100% the quality of materials developed by private publishers starting partially in Year 2.
- After the scale-back to 4 regions for the beginning of school-level implementation in the 2017-2018 school year, 2 of the 6 target regions will not have had that first year of implementation to first train and practice the new program before the first intervention cohort that will be tested for the Year 3 EGRA; we anticipate that this will have a negative effect on results.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

The baseline measurement is based on results of the 2017 EGRA, which tested Grade 1 students on a text estimated to be at the Grade 2 level. This was before draft standards had been established and before establishment of grade-level text for Grade 1 in L1 for Senegal. It is given as a measure of fluency; moving forward, this indicator value will be given in terms of percent accuracy.

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)		0.55 cwmp
Year 1	N/A	
Year 2	10	
Year 3	25	
Year 4	50	
Year 5	60	
LOP	60	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Outcome 1: Early Grade Reading Instruction in Public Primary Schools and Daaras Improved

Name of Indicator: 5) Percent of first, second and third grade teachers who apply the techniques and methods of evidenced based early grade reading instruction

Type of Indicator: Custom/Contract

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s):

This indicator represents the proportion of targeted teachers who are able to correctly use new techniques and materials in through instruction at the classroom level. In order to count, the teachers must be observed in the classroom demonstrating at least 70% correct adherence to the criterion-referenced observation grid that covers expected instructional routines, use of materials, and other practices.

Unit of Measure: percentage (teachers)

Disaggregated by: Type of school, geographic location (region, department,), sex

Calculation Method:

Numerator: Number of teachers for the given year who apply the techniques and methods of evidence-based early grade reading instruction.

Denominator: Total number of teachers in public schools and daaras targeted by the program in the given year

Indicator Validity (Rationale or Justification for indicator): Key measurement to assess whether instruction has improved.

PLAN FOR DATA COLLECTION BY USAID

Data Source: classroom observation tool

Data Collection Methodology: Criterion-referenced direct teacher observations by inspectors

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: One key limiting factor in our calculations is teacher mobility. To mitigate this, the LPT team is working with the ministry to a) adjust Grade 1-3 teacher assignments to LPT-targeted schools per teacher mastery of the national language of instruction chosen for each school; and b) encourage Grade 1-3 teachers in LPT-target schools to remain in that school and with that grade for the period of implementation as planned for each school and grade (except in cases of promotion or extenuating circumstances). MEN officials have already expressed to us their intention to support these measures, and this early action will also help to influence the development and adoption of the early grades teacher mobility policy that we will be supporting under LPT Output 2.4.

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional):
The bulk of teachers working in LPT supported schools will have limited or no experience with evidence-based methods of reading instruction or working with USAID-supported materials. (While the PALME program developed and produced teacher's guides for reading instruction using some elements of evidence-based reading instruction, teachers were never systematically trained in these techniques nor were there any student materials clearly linked to the guides. PALME also only worked with French as the language of instruction.) As a result, we assume the baseline for this indicator to be fairly low, e.g. 0-5 percent.   We anticipate significant gains from this baseline. These factors include the full model of evidence-based programming we propose for Outcome 1 in our technical approach (including comprehensive training on the use of explicit and systematic instructional techniques scaffolded with scripted lesson plans, direct coaching, regular on site supervision, regular communication to teachers via M-Tew, and support to communities of practice for and between teachers and coaches using the VPN and the Learning Management System (LMS) with digital content to be exploited in CAP cluster meetings or at any time) and the anticipated quality of these tools and training.

Given these calculations, our original target projections were that in the first year of reading program implementation in Year 2, with Grade 1 teachers in half of the schools in LPT target regions, at least 55 percent of targeted teachers (and monitors in daaras) will be shown to be applying the required aspects of our evidence-based reading instruction model. Other teachers will take longer to meet this mark. In Year 3, with new Grade 1 teachers and now half of Grade 2 teachers starting with the program, but with previously targeted Grade 1 teachers and school directors/supervisors and coaches in their second year of the program, we estimate that 60 percent of all targeted teachers will be meeting this benchmark. In Year 4, with new Grade 1 teachers from newly created schools and half of Grade 3 and half of Grade 2 teachers beginning the program, but with the others now in their second or third year, we anticipated that 70 percent of all targeted teachers will meet the mark. Finally, in Year 5 of the program, with new teachers from newly created schools and the second half of Grade 3 teachers now joining, and all others in their second, third, or fourth year of the program, we anticipate achieving a minimum of 80 percent of all targeted teachers showing mastery and application of the model.

We have since adjusted these targets down slightly due to the following factors:
- After the scale-back to 4 regions for the beginning of school-level implementation in the 2017-2018 school year, 2 of the 6 target regions will not have had that first year of implementation to first train and practice the new program before the first intervention cohort that will be tested for the Year 3 EGRA; we anticipate that this will have a negative effect on results.
- Slower start-up of ICT-enhanced continuous professional development tools (M-TEW, VPN) due to a slow-down period during discussions in 2017 about possible scaling back of certain project elements, including ICTs, and an adjustment made per the Year 2 workplan to introduce ICTs more slowly.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**N/A**	
Year 1	**N/A**	
Year 2	45	
Year 3	50	
Year 4	60	
Year 5	70	
LOP	70	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.1 : Evidence-based early grade reading materials in Senegalese languages provided

Name of Indicator: 6) Number of primary schools classrooms that received a complete set of essential reading instruction materials with USG assistance

Type of Indicator: Standard (FAF)/Contract
If a Performance Plan and Report indicator, link to foreign assistance framework: [FAF ES. 1- 11]

DESCRIPTION

Precise Definition(s): The list of materials defined as a "complete set of essential reading instructional materials" is context-specific and will vary with factors such as class level, language, and curriculum. At a minimum, the following materials and quantities should be included in the list of essential reading instructional materials for a classroom:
• One reading instructional "tool" or guide for each teacher
• One set of read-aloud texts to be used by the teacher
• For Grade 1 classrooms, an alphabet chart
• One student reading "tool" or textbook per student
• One student take-home workbook/reader
• One set for every 10 students in classroom for each of three sets of leveled, decodable readers per classroom (one set per level of reader) – except in the 2017-2018 school year.

Additional teaching and learning materials, such as educational recordings or flash cards may be included in the list of materials defining a 'complete set,' however, the items listed above are a required minimum. Classroom materials such as pencils and chalk that do not convey instructional content should not be defined as part of the complete set.

Within the parameters defined here, the categories and ratios of documents that constitute a complete set will be defined by the Mission in consultation with government counterparts, local reading experts, and USAID technical experts. For example, the precise definition of a complete set of supplemental reading materials should be tailored to the grade-level and curriculum relevant to the classroom.

A classroom cannot be counted as having a complete set of essential materials unless all required materials are available in the classroom in the appropriate ratio of materials to students and teachers. For example, if each type of material is present in the classroom, but there are only 50 student reading workbooks for 60 students, the collection is not complete.

Depending on the design of the materials, a ratio of one item per student may be appropriate, or a ratio of several items per student may be necessary a complete set. For example if a collection of decodable reading passages is incorporated into a single booklet, one booklet per student may be appropriate. Alternatively, if decodable reading passages are published separately, the full set of materials per student may be appropriate.

Some essential materials, such as teacher guides, can be expected to last more than one year without replacement. Other essential materials, such as student workbooks and decodable readers, are considered consumable instructional items because they must be replaced annually.

Classrooms that receive the full set of consumable and non-consumable materials with USG assistance should be counted towards this indicator. Classrooms that receive a replenishment of consumable and/or non-consumable items in order to re-complete the set of materials for a new year may be counted as well. The same classroom can be counted in multiple years if the collection is replenished with USG support each year.

For LPT, a "complete set" of essential reading instructional materials for a classroom includes:

• One reading instructional "tool" or guide for each teacher
• One set of read-aloud texts to be used by the teacher
• For Grade 1 classrooms, an alphabet chart
• One student reading "tool" or textbook per student
• One student take-home workbook/reader
• One set for every 10 students in classroom for each of three sets of leveled, decodable readers per classroom (one set per level of reader) – except in the 2017-2018 school year.

Unit of Measure: # of classrooms		

Unit of Measure: # of classrooms

Disaggregated by: Geographic location, type of schools (daaras or public primary schools)

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): This indicator will be used to monitor the overall scope of materials and products resulting from USG education investments. It will be used, along with other education-related standard indicators, to monitor progress in the distribution of inputs necessary for the achievement of improved learning outcomes.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project Records

Data Collection Methodology: Document Review

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Data based on material production and could have variable reporting times depending on logistical factors

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional):
These targets have been adjusted from their original estimates based on the following:

- Increased base number of estimated classrooms in target regions due to larger number of classrooms recorded in Year 2 than originally anticipated.
- Reduced particularly in Year 2 to account for difficulties in ensuring that a full set of materials (at a 1:1 ratio of students : books) were delivered to all schools; however, through reprinting and redistributing copies to those classrooms and students in need, we anticipate this reaching at least 90% of Year 1 classrooms.
- Reduced to 90% of estimated total of primary school classrooms from Year 3 onward in order to account for difficulties obtaining accurate data and some uncertainty in our projection models that could result in shortfalls.
- Reduction of 10% down from the total estimated number of classrooms in the target regions to only count classrooms in schools for whom the majority national language is one of the three languages currently targeted by LPT.
- In Years 4 and 5 we've estimated an additional 2% reduction to account for material loss, noting that we will be working to anticipate and mitigate this risk by reprinting materials in those years.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**N/A**	
Year 1	**0**	
Year 2	**1,000**	
Year 3	**4,700**	
Year 4	**8,500**	
Year 5	**11,100**	
LOP	**11.800**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.1 : Evidence-based early grade reading materials in Senegalese languages provided	
Name of Indicator: 7) Number of primary (secondary) textbooks, and other teaching and learning materials provided with U.S. government assistance	
Type of Indicator: Standard **(**FAF)/Contract	
If a Performance Plan and Report indicator, link to foreign assistance framework: [FAF ES. 1-10]	

DESCRIPTION

Precise Definition(s): Textbooks and other teaching and learning materials (TLM) are the aids used by the educator to help in teaching/instructing effectively and the aids used by the learner/student to help in learning more effectively.

Some materials are designed, printed, and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USG support. In the totals, materials should be counted only once. For example:
• One (1) teacher manual and one (1) student textbook are designed and developed with USG assistance.
• 2,000 copies of the teacher manual and 100,000 copies of the student textbook are printed and distributed with USG assistance.
• The total count would be 102,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance. (2,000 teacher manuals + 100,000 student textbooks = 102,000 TLM)

Examples of TLM include, but are not limited to, the following: textbooks; student workbooks; supplementary reading books; educational tapes and CDs; library books; reference material in paper or electronic formats; support material for educational radio and TV broadcasts; teacher manuals and guides; etc.

"Sets" of small materials (e.g. flash cards; alphabet cards) should be counted as a single TLM rather than individuals TLMs. For example:
• One (1) complete set of alphabet flash cards contains 26 cards.
• 5,000 sets of alphabet flash cards (130,000 individual cards) are purchased and distributed with USG assistance.
• The total count would be 5,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance.

Essentially, TLMs are associated with content embedded in the material itself. Materials and means of conveying content that have no content themselves are not included.

Examples of materials that are NOT counted include, but are not limited to, the following: pencils, pens, and other writing utensils; handouts used in training and professional development; chalk; chalkboards; slates; whiteboards; etc. These materials are not counted as TLM because they do not convey content in and of themselves.

For LPT, the TLMs being tallied in this indicator consist of the following, printed and distributed:
- the total number of copies of the teacher's guide /"tool"
- the total number of alphabet charts
- the total number of sets or volumes of read-aloud stories for use by teachers
- the total number of copies of the student textbook or "tool"
- the total number of copies of student take-home workbooks/readers
- The total number of sets of leveled, decodable readers, with one set covering one level of reader (and the objective of providing one set for every 10 students in the grades for which the level is intended)

The tallies and estimates for this indicator include the total number of copies printed and distributed with USAID/LPT support, including copies for school directors, inspectors, resource people, trainers, ministry officials and other key actors who need copies in order to do their job.

Unit of Measure: # of textbooks/supplementary readers	
Disaggregated by: Type of material, geographic location (region, department), type of school (public/daara), language	
Calculation Method: Addition	

Indicator Validity (Rationale or Justification for indicator): This indicator will be used to monitor the overall scope of materials and products resulting from education investments. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records

Data Collection Methodology: Document review including ICT-enhanced tracking system

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Data will align with distribution schedules which can vary depending on multiple logistical factors,

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): Targets are based on the estimated number of copies to be provided for the each kind of material per the outline in the definition, above, and then using the student, teacher, director, and inspector/resource person number estimates established elsewhere in this AMELP.

The estimated number of copies to be provided each year is based on the following calculations stemming from the anticipated roll-out schedule of new editions and reprinting:

- In Year 2, the actuals are the TLM distributed for the 2017-2018 school year (targeting Grade 1 in 50% of public primary schools and daaras in 4 regions) to students, teachers, directors, inspectors and resource people.
- Year 3 targets are based on based on the estimated number of copies of new Grade 1 materials (for the 2nd cohort of schools and related personnel) and Grade 2 materials (for the 1st cohort of schools and related personnel).
- Year 4 targets are based on the estimated number of copies of a) new Grade 3 materials distributed to the 1st cohort of schools, plus b) reprinted copies of Grade 1 and Grade 2 materials distributed to the difference between the 1st cohort of students and the 2nd cohort, plus 10% reprinted for loss from Year 3 to Year 4.
- Year 5 target include total number of people receiving the new editions of Grade 1 and 2 materials, plus reprints of the Grade 3 materials to be used with Grade 3 students in the 2020-2021 school year.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**N/A**	
Year 1	0	
Year 2	72,750	105,700
Year 3	621,000	
Year 4	448,000	
Year 5	1,926,000	

LOP	3,102,301	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.1 : Evidence-based early grade reading materials in Senegalese languages provided

Name of Indicator: 8) Percent of classrooms in which the students are using evidence-based early grade reading materials provided with LPT support

Type of Indicator: Custom

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s):

This is the proportion of classrooms observed on a sample basis in which all or nearly all students are seen to be using a textbook or reading text during an early grade reading lesson using LPT-supported methods and materials.

"Using" signifies that the student is observed in possession of an individual copy of the textbook or reading text, and this book or text is open.

"All or nearly all" is defined by an observer's recorded assessment that "yes, approximately" ("Oui, à peu près") each student has her/his own reading tool [book] in front of her/him and is using it ("*Chaque élève a son propre outil de lecture devant lui/elle et l'utilise".)*

Unit of Measure: percent (of classrooms)

Disaggregated by: geographic location (region, department), type of school (public/daara)

Calculation Method:

Numerator: Number of classrooms in which all or nearly all students are observed using evidence-based early grade reading materials provided by LPT.

Denominator: Total number of classrooms in the sample of observations of early grade reading lessons using LPT-supported methods and materials

Indicator Validity (Rationale or Justification for indicator): Usage of materials is a critical component to reinforce reading skills

PLAN FOR DATA COLLECTION BY USAID

Data Source: inspector records from classroom observation grid

Data Collection Methodology: Direct observation

Frequency of Data Collection by Activity: quarterly; 3 times per year

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Clear criteria are necessary so that scoring and affirmative counting remains consistent across enumerators.

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional):

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:		
THIS SHEET LAST UPDATED ON: 6/14/2018		
PERFORMANCE DATA TABLE		
Year*	**Target (Measurement Value)**	**Actual (Measurement Value)**
Baseline (*Year*)	**N/A**	
Year 1	**0**	
Year 2	**60**	
Year 3	**70**	
Year 4	**80**	
Year 5	**90**	
LOP	**90**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.2: Teachers' skills in evidence-based early grade reading instruction improved	

Name of Indicator: 9) Number of primary (or secondary) educators who complete professional development activities with USG assistance

Type of Indicator: Standard (FAF)/Contract
If a Performance Plan and Report indicator, link to foreign assistance framework: [FAF ES.1-6]

DESCRIPTION

Precise Definition(s): Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.

Professionals who work in the education sector but whose primary function is not transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include, but are not limited to: school administrators such as principals (unless principals also teach); ministry officials, supervisors; and teacher trainers (if these teacher trainers are not also teachers).

Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.

Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

Educators reported in other indicators, such as ES.1-9, ES.1-10 or ES.1-11, should also be counted towards this indicator.

When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed).

Unit of Measure: # of teachers/educators/teaching assistants

Disaggregated by: Geographic location (region), type of school (public/daara), sex

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of teachers and instructors working at the classroom-level. It shows the scope and reach of teacher professional development interventions. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Training participant records

Data Collection Methodology: Document review

Frequency of Data Collection by Activity: Ongoing

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Minimal. Primarily program records.

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): The starting point for the targets for this indicator are the estimated number of targeted teachers in each year of the program. In Years 2-5, this includes 100 daara educators/year on top of the public primary school teachers. Next, we estimate than less than 100% of the targeted teachers/year will complete training, for reasons of reassignment, absence, and attrition, etc. For Year 2, a more controlled setting with only 50% of schools in the regions targeted, we estimate 90% of the total. Years 3-5 predict 85% of the total. Finally, we factor in the student teachers completing LPT supported pre-service programs, starting from Year 3. Recent estimates of state-sponsored student-teachers per year in Senegal suggest 1000/year for the whole country; for the LPT target regions, and factoring in attrition, we estimate 200/year from Year 3, added in to the totals. LOP totals of unique teachers or student-teachers includes the 600 student teachers plus the highest number of teachers trained via in-service training in any year.

Note that in Years 1 and 2, there are 164 school directors who are also teachers; we are counting them here as educators rather than in Indicator 12 as administrators. Year 1 actuals are the school directors who were trained in reading instruction in September 2017.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	TBD	
Year 1	**0**	**164**
Year 2	**1,400**	
Year 3	**4,000**	
Year 4	**6,500**	
Year 5	**9,400**	
LOP	**21,300**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.3: Coaching and supervision of early grade reading instruction improved	
Name of Indicator: 10) Percent of early grade teachers who report receiving coaching with adequate frequency for the implementation of the evidence-based early grade reading approach [Custom/Contract]	
Type of Indicator: Custom**/**Contract	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s):

This indicator measures the proportion of supported early grade teachers who report receiving coaching with adequate frequency for the implementation of the reading approach. In order to be included in the percentage a teacher must report that they have had at least one session twice a month for the first three years that a teacher is implementing the program, and at least once/month in subsequent years.

Unit of Measure: Percentage (teachers)

Disaggregated by: Type of school, sex, geographic location (region, department)

Calculation Method:

Numerator: early grade reading teachers who report receiving at least one session twice a month (during the first three years that a teacher is implementing the program) or at least once/month (in subsequent years),

Denominator: Total number of first, second, and third grade teachers in targeted public schools and daaras in sample

Indicator Validity (Rationale or Justification for indicator):

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records and M-Tew mobile platform. In Year 2 before the M-TEW survey tool is up and running, data for this indicator will be collected through simple questionnaires administered at one time during the teacher training session in March/April. Note that for Year 2, therefore, the frequency of reporting will be annual, increasing to quarterly for three times a year (i.e. during the school year) starting in Year 3.

Data Collection Methodology: Y2 paper survey, Y3-5 SMS survey of targeted teachers

Frequency of Data Collection by Activity: Quarterly during school year, i.e. 3 times in the year

Frequency of Data Reporting to USAID: Quarterly during school year, i.e. 3 times in the year

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: SMS surveys sometimes present challenges with timely response rates, M&E team will follow up with non-responses and report the overall response rate along with the percentage. LPT anticipates a sufficient response rate as the population is finite and participating in program interventions

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional):

Given that there was no standard system for coaching and supervising teachers in Senegal to support reading instruction at the beginning of the program, particularly for evidence-based approaches, we consider the baseline for this indicator to be 0. We estimate that in Year 2, when we introduce our reading, coaching, and supervisor model (for Grade 1 in half of schools in LPT-targeted regions), a minimum of 35 percent of targeted teachers will report adequate coaching and supervision. Given the calculations presented above, we are confident that this percentage will rise to 45 percent in the second year of reading program implementation (program Year 3), particularly given anticipated gains in school directors' command of key techniques (Indicator 13). Given the continuing gains estimated for Indicator 13 and improvements in routine school visits, we estimate that this will increase to 60 percent by Year 4, once the system starts to run more smoothly in general and once many coaches and supervisors have had two years of experience in this role. By the last year of the program, we estimate that, based on our calculations of influencing factors, a minimum of 75percent of teachers will report receiving adequate coaching and supervision.

CHANGES TO INDICATOR
Changes to indicator:
Other Notes: Teachers will be asked to keep a log and report on frequency and quality of visits, to the best of their availability, via SMS survey.

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	0	
Year 1	N/A	
Year 2	35	
Year 3	45	
Year 4	60	
Year 5	75	
LOP	75	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.3: Coaching and supervision of early grade reading instruction improved	
Name of Indicator: 11) Percent of coaches or supervisors who demonstrate command of early grade reading instructional techniques and coaching/supervision techniques	
Type of Indicator: Custom/Contract	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s): This indicator measures the percent of coaches/ supervisors who demonstrate command of early grade reading instructional techniques by scoring 80% or higher on a criterion-referenced test. The test, which will be administered to coaches/supervisors (i.e. school directors and some inspectors/resource people) will measure knowledge of key early grade reading instructional techniques and knowledge of key principles, techniques and responsibilities required for effective coaching and supervision.

Unit of Measure: Percentage (coaches/supervisors)

Disaggregated by: Geographic location (Region, department), type of actor, sex

Calculation Method:
Numerator: percent of coaches or supervisors who demonstrate command of early grade reading instructional techniques.
Denominator: total number of coaches and supervisors providing coaching and supervision to project supported schools.

Indicator Validity (Rationale or Justification for indicator): Complete understanding of early grade reading content by coaches is essential to imparting skills and to teachers implementing the methods.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Training records

Data Collection Methodology: As with teachers, LPT and MEN staff will measure coaches and supervisors on their command of the EGR instructional techniques using criterion-referenced observations of their early grade reading instructional skills.

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: given that the coaches and supervisors will not be responsible for actually using these techniques in the classroom to teach students, there will be much more limited occasion to measure this, meaning fewer occasions for them to show what they know and can do. With the few opportunities that will exist – practice sessions during trainings, and occasions when coaches and supervisors are modeling lessons for teachers during CAP sessions or in the classroom during school visits – the trainers/supporters of the coaches and supervisors (regional trainers for coaches, IEF inspectors/coaches for supervisors) will observe and score then

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): We assume that the baseline for this indicator is 0 percent. We also assume that it will take one to two years for coaches to gain mastery of the instructional model themselves, and that in some cases it could take longer. We estimate significant gains over baseline when the system is introduced. In Year 2, we estimate that this will result in at least 40 percent of coaches or supervisors demonstrating their command of early grade reading instructional techniques as shown during training or modeling sessions. We are confident that after these initial gains and with additional practice for returning coaches, our model will help increase this to 65 percent in Year 4, 78 percent in Year 4, and 90 percent by the end of the program.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

	THIS SHEET LAST UPDATED ON: 6/14/2018	
	PERFORMANCE DATA TABLE	
Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	TBD	
Year 1	N/A	
Year 2	40	
Year 3	65	
Year 4	78	
Year 5	90	
LOP	90	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.3: Coaching and supervision of early grade reading instruction improved	

Name of Indicator: 12) Number of education administrators and officials who complete professional development activities with USG assistance

Type of Indicator: Standard (FAF)
If a Performance Plan and Report indicator, link to foreign assistance framework: [FAF ES. 1-12]

DESCRIPTION

Precise Definition(s): Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g. school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g. school, NGO). Their roles do not involve teaching or direct instruction of students. Examples include, but are not limited to, the following: principals; superintendents; coaches; trainers; inspectors; technical specialists; managers; etc.

Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.

Education administrators and officials who benefit from services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

When calculating the total numbers of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed).

Unit of Measure: Number (administrators/officials)
Disaggregated by: Sex (male and female)
Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): This indicator will be used to monitor the overall reach of education programs and the extent to which they are supporting capacity development of individuals throughout education systems. It will be used, along with other education-related standard indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Strategy.

PLAN FOR DATA COLLECTION BY USAID

Data Source: training reports ; lists of attendance
Data Collection Methodology: Document Review;
Frequency of Data Collection by Activity: Annually
Frequency of Data Reporting to USAID: Annually
Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments: TBD
Data Reliability and Timeliness including Known Data Limitations: Minimal; program records.

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional):
Targets are based on updated estimates of total numbers of school directors, inspectors and training/coaching support agent resource persons and CRFPE instructors; then, we estimate 85% of these totals will actually complete the planned training. In Year 5, administrators will participate in one final training series at the beginning of the calendar year before the program concludes in July.

In Year 2, we are training 164 teachers who are also directors, and we have chosen not to count them here as administrators. They are only counted under training of educators under Indicator 9.

CHANGES TO INDICATOR	
Changes to indicator:	
Other Notes:	

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	N/A	
Year 1	2,114	1,092
Year 2	3,200	
Year 3	3,300	
Year 4	3,350	
Year 5	3,450	
LOP	14,415	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 1.4: Early grade reading assessment improved	
Name of Indicator: 13) Ratio of targeted departments using Local Education Management Approach (LEMA) for assessing school status of early grade reading performance	
Type of Indicator: Custom	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s):

This indicator refers to the proportion of program-assisted department-level education offices (Inspections de l'Education et de la Formation, IEFs) whose monitors use LEMA with lot quality assistance sampling (LQAS) at least once during the year to assess early grade reading outcomes in their department.

The denominator of "targeted" departments refers to the total number of departments targeted in a given year, i.e. 15 in Year 1 and 21 starting in Year 3.

Unit of Measure: Percentage (departments)

Disaggregated by: Region

Calculation Method:

Numerator: Number of program-assisted department-level education offices (*Inspections de l'Education et de la Formation*, IEFs) whose monitors use LEMA with lot quality assistance sampling (LQAS) at least once during the year to assess early grade reading outcomes in their department.

Denominator: Total number of program-assisted departments total

Indicator Validity (Rationale or Justification for indicator): Contributes to measuring Output 1.4 by addressing MEN take-up, at the critical level of the system, of LQAS as a new assessment and monitoring approach required in the LPT contract.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Inspection de l'Education et de la Formation (IEF) records

Data Collection Methodology: Document reviews supplemented with interviews (as needed)

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A	
Date of Future Data Quality Assessments: TBD	
Data Reliability and Timeliness including Known Data Limitations:	

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional):

Targets have been updated to reflect the small number of IEFs anticipated to pilot LEMA in Year 2 but then the larger numbers of IEF anticipated starting in Year 3 based on higher than anticipated interest.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE		
Year*	**Target (Measurement Value)**	**Actual (Measurement Value)**
Baseline (*Year*)	0	
Year 1	0	
Year 2	4/15	4/15
Year 3	15/21	
Year 4	18/21	
Year 5	18/21	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved	
Name of Indicator: 14) Number of institutions that meet or exceed acceptable standard of capacity to deliver early grade reading instruction	
Type of Indicator: Custom/Contract	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s): Number of MEN directorates, inspectorates, or other units targeted by the program for capacity strengthening that meet or exceed acceptable standards of capacity to deliver early grade reading instruction as measured by annual capacity assessments.

The acceptable standard is meeting more than 70% of criteria

Unit of Measure: # of Institutions

Disaggregated by: Institution type, geographic location (region)

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): Institutional capacity to support and maintain early grade instruction is necessary for the success of the activity

PLAN FOR DATA COLLECTION BY USAID

Data Source: Organizational Capacity Assessment reports

Data Collection Methodology: Document Review, Capacity Assessment scores determined through annual capacity review facilitated by LPT reviewing relevant documentation of institutions compared against benchmarks

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A	
Date of Future Data Quality Assessments: TBD	
Data Reliability and Timeliness including Known Data Limitations:	

TARGETS AND BASELINE

Baseline timeframe:

Rationale for Targets (optional):

Targets are based first on the total number of target entities with which the LPT program will be working for human and institutional capacity strengthening, and then the anticipated performance levels that could be expected at the rate of meeting or exceeding the capacity standards.

Year 2	6 (DEE, DFC, IA KL, IA KAF, IEF KL Com, IEF KAF)
Year 3	+ 11 (DRH, INEADE, DAGE, IA DB, IA MAT, IA Lo, 3 IEF et 2CRFPE)
Year 4	+ 26(ID, DPRE, DALN, DRTS, SIMEN, 1 IA, 16 IEF et 4 CRFPE)
Year 5	43(ALL)

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

	THIS SHEET LAST UPDATED ON: 6/14/2018	
	PERFORMANCE DATA TABLE	
Year*	**Target (Measurement Value)**	**Actual (Measurement Value)**
Baseline (*Year*)	N/A	
Year 1	N/A	
Year 2	6	
Year 3	11	
Year 4	26	
Year 5	43	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 2.1: Coordination and communication about early grade reading increased	
Name of Indicator: 15) Percent of targeted MEN directorates, chefs de divisions, and regional key staff surveyed demonstrating awareness and understanding of key themes related to early grade reading and the national reading program	

Type of Indicator: Custom
If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s): This indicator measures MEN staff awareness and understanding of key themes related to early grade reading and the objectives and main strategies of the national reading program (*Programme national "Lecture Pour Tous"*). Specifically, it is the proportion of MEN staff surveyed whose overall responses demonstrate a rating of "good" or above for awareness and understanding as measured by the survey's scale.

Targeted population includes: MEN staff at the central, regional, and departmental levels who are intended to be involved in the Lecture Pour Tous national program.

The specialized knowledge, attitudes and practices (KAP) survey for MEN staff will focus on their current level of awareness related to the importance of early grade reading, effective approaches to teaching early grade reading, and the engagement of many different kinds of actors for its success, as well as on understanding of their roles and responsibilities and MEN systems related to core reading program elements — policies, plans, strategies, and objectives.

Unit of Measure: Percentage (MEN staff)

Disaggregated by: Level within the MEN (central, regional, departmental)

Calculation Method:
Numerator: Number of MEN staff whose survey responses demonstrate a "good" or better awareness and understanding of key themes Denominator: Total number of MEN staff surveyed.

Indicator Validity (Rationale or Justification for indicator): Rating level of awareness and understanding helps to demonstrate communications and coordination efforts have successfully reached the intended MEN staff

PLAN FOR DATA COLLECTION BY USAID

Data Source: KAP survey results

Data Collection Methodology: KAP survey via Survey Solutions

Frequency of Data Collection by Activity: Baseline, midline, final

Frequency of Data Reporting to USAID: Baseline, midline, final

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Surveys can have low response rates, MEL staff will work with counterparts to follow up to ensure adequate response rate for calculations

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): Targets will be set following analysis of the MEN KAP baseline data.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:.

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	Y2	
Year 1	N/A	

Year 2	**TBD**	
Year 3	**67**	
Year 4	**N/A**	
Year 5	**83**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 2.2: National standards for early grade reading adopted and applied	
Name of Indicator: 16) Number of sets of early grade reading performance standards developed and validated with LPT support	
Type of Indicator: Custom	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s): Number of sets of standards, including both student and teacher standards that have been validated by the Ministry of Education.

For student performance standards, a "set" refers to all standards and benchmarks established for a single grade level (and all target languages), and covers, at a minimum, a standard for fluency (correct words per minute) and a standard for comprehension.

For teacher performance standards, a "set" refers to the framework covering expectations for teaching early grade reading, valid for any and all languages. The early grade reading performance standards for teachers refer to the minimum competencies required to teach students reading with quality.

 "Developed" = Standards have been established in a workshop with MEN staff, at least provisionally while they undergo further testing and review.

Validated = Standards having gone through a validation process and then adopted by a decree or note circulaire signed by the authorities of the MEN.

Disaggregated by: Type of standard (student or teacher performance standard); Grade level (1, 2 or 3)

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): Standards and benchmarks are used in defining learning outcomes, tracking student and teacher progress and monitoring performance, and identifying gaps and remediation needs.

PLAN FOR DATA COLLECTION BY USAID

Data Source: MEN records

Data Collection Methodology: Document review

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: None

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): We have included a target of 4 sets of early grade reading performance standards, which we anticipate will ultimately be validated in Years 4 and 5. In Year 2, standards for Grade 1 and 2 students and teachers will be drafted and initially pilot tested in classes. In Year 3 MEN staff (DEE, DFC, and INEADE), representatives from pilots (ELAN and ARED), pre-service institutions, expert teachers, and others, supported by LPT, will review the existing standards and the EGRA results for Grade 1, and may decide to also see the Grade 1 in addition to the Grade 2 results at the end of the 2018-2019 school year. We anticipate a final review and the validation process for the Grade 1 and 2 standards in Year 4. The Grade 3 standards will be developed in Year 3 as the Grade 3 program and materials is also being developed, and these will be field tested in schools in the 2019-2020 school year (Year 4), with validation in Year 5. We anticipate that the teacher standards will be reviewed after Grades 1-3 have all been piloted and will be validated in Year 5.

Year 4:
1.   Set of standards validated for student performance in Grade 1 (all three languages)
2.   Set of standards validated for student performance in Grade 2 (all three languages)
3.   Set of standards validated for student performance in Grade 3 (all three languages) [end of year]

Year 5:
4.   Validated teacher performance standards framework (covers Grades 1-3)

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	0	
Year 1	0	
Year 2	0	
Year 3	0	
Year 4	3	
Year 5	1	
LOP	4	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 2.2: National standards for early grade reading adopted and applied	
Name of Indicator: 17) Number of Senegalese government personnel provided with information on student and teacher performance standards	
Type of Indicator: Custom	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s): This indicator tracks the number of Senegalese government personnel (e.g. CRFPE staff, inspectors, other IA and IEF staff, school directors, teachers, key central ministry staff) provided with information about provisional and/or validated student and teacher performance standards with regard in part to how these standards can be applied to guide instruction and assessment.

Information will be provided through trainings and/or other information meetings convened at the various levels in the education system. For the purposes of this indicator, we proposed to measure the number of people who have formally and purposefully received this information either through meetings organized by LPT or with support from LPT.

Unit of Measure: number (of personnel)

Disaggregated by: Type of MEN actor (trainer/instructor, inspector, director, teacher), geographic location (region, department)

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): The educators and other personnel must know and be able to track student and teacher progress. The standards provide a benchmark against which progress can be tracked.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Attendance lists from trainings/meetings during which the new standard frameworks are presented

Data Collection Methodology: Document Review

Frequency of Data Collection by Activity: Ongoing

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations:

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): Based on these operational definitions, we estimated the annual number of inspectors, regional and departmental MEN staff, daara staff, and teachers who will be reached with information on new standard frameworks for instruction and assessment by (a) reviewing the estimated number of target individuals and (b) factoring when each type of actor would receive the information.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	0	
Year 1	0	
Year 2	2,190	2,190
Year 3	5,400	
Year 4	9,600	
Year 5	12,550	
LOP	29,740	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 2.3: Research on early grade reading in Senegal produced and disseminated	

Name of Indicator: 18) Number of early grade reading-focused research reports produced and disseminated

Type of Indicator: Custom

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s): This indicator counts the number of research reports produced with the direct assistance of LPT/USAID and also disseminated in coordination with the MEN. These studies and their dissemination serve to analyze information to adjust or create policy supportive of early grade reading, as well as to shape other interventions under Outcomes 1, 2, and 3.

Produced = reports that have been written, and in the case of studies that are contractually required by USAID, reports that have been approved by USAID.

Dissemination refers at a minimum to sharing of study report briefs in French with MEN stakeholders and/or organizing meetings to share study results.

Unit of Measure: number (of reports)

Disaggregated by: study

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): LPT's research agenda is primarily intended to contribute to the development or revision of policies and guidelines in Senegal on reading instruction in local languages. The studies will provide an evidence base upon which to develop or modify policies on early grade reading and early grade reading practices. Studies will be shared widely within Senegal to inform policy and practice.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project and Senegalese government records

Data Collection Methodology: Count then sum total

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: These studies will not be generalizable to the Senegalese population.

TARGETS AND BASELINE

Baseline timeframe:

Rationale for Targets (optional): The final reports for the research studies will be disseminated in Years 2, 3, 4 and 5, as presented below. * Denotes studies that are contractually required under Output 2.3; ** Denotes data collection/analysis required under Output 2.4 or elsewhere in the LPT contract.

Year 2: (4 reports)
1. *Mapping of dominant language for students/national language of instruction chosen by communities for all schools targeted for 2017-2018, plus some mapping of "language in common" between students and teachers in Grade 1 [study conducted in Year 1 and findings disseminated in Year 2]
2. *Study of teacher mobility in the primary grades [study conducted in Year 1 and findings disseminated in Year 2]
3. *Mapping of dominant language for students/national language of instruction chosen by communities for new schools introduced for 2018-2019, and in new regions [study conducted and findings disseminated in Year 2]
4. **Book supply chain study [data collected and findings disseminated in Year 2]

Year 3 : (5 reports)
1. *Teachers' knowledge, attitudes, practices and skills in early grade reading instruction (includes time on task and language use patterns) – baseline [data collected in Year 2 with an additional phase of baseline data collection anticipated in Sept/October 2018 to survey teachers from the new incoming regions; initial report to be completed in Year 2 but with findings dissemination in Year 3]
2. *Study of remediation activities for at-risk students [study conducted and findings disseminated in Year 3]
3. *Study or gathering existing data on the incidence of apparent visual processing, auditory processing, or other cognitive impairments that could impede the development of strong reading skills [study conducted and findings disseminated in Year 3]
4. *Mapping of dominant language for students/national language of instruction chosen by communities for any new schools introduced for 2019-2020 [study conducted and findings disseminated in Year 3]
5. *Study of students' actual oral vocabulary master in French at school entry and in the early grades, as well as teachers' mastery of French and the relevant Senegalese language(s)[study conducted and findings disseminated in Year 3]

Year 4 :(3 reports)
1. *Teachers' knowledge, attitudes, practices and skills in early grade reading instruction (includes time on task and language use patterns) – midline [study conducted in Year 3 and findings disseminated in Year 4]
2. *Study of thresholds in reading acquisition in Senegalese languages for successful transition to French [study conducted in Year 4 and findings disseminated in Year 4]
3. *Mapping of dominant language for students/first language of instruction chosen by communities for any new schools introduced for 2020-2021 [study conducted and findings disseminated in Year 4]

Year 5 (1 report)
Teachers' knowledge, attitudes, practices and skills in early grade reading instruction (includes time on task and language use patterns) – endline [study conducted and findings disseminated in Year 5]

CHANGES TO INDICATOR		
Changes to indicator:		
Other Notes:		

THIS SHEET LAST UPDATED ON: 6/14/2018		

PERFORMANCE DATA TABLE		

Year*	**Target (Measurement Value)**	**Actual (Measurement Value)**
Baseline *(Year)*	**N/A**	
Year 1	0	**0**
Year 2	**4**	
Year 3	**5**	

Year 4	3	
Year 5	1	
LOP	13	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 2.4: Policies in support of evidence-based early grade reading instruction implemented
Name of Indicator: 19) Number of laws, policies, regulations, or guidelines developed or modified to support evidence-based early grade reading instruction
Type of Indicator: Custom, former FAF
If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION
Precise Definition(s): Number of laws, policies, regulations, or guidelines created or modified with the purpose of improving the quality of education services, particularly with respect to early grade reading.
Unit of Measure: # of policies/regulations/guidelines
Disaggregated by: Type of document, focus of policy
Calculation Method: Addition
Indicator Validity (Rationale or Justification for indicator): Policy development and modification are critical to the provision of quality reading education and the sustainability of the initiative.

PLAN FOR DATA COLLECTION BY USAID
Data Source: Senegalese government records
Data Collection Methodology: Document review
Frequency of Data Collection by Activity: Annually
Frequency of Data Reporting to USAID: Annually
Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments: TBD
Data Reliability and Timeliness including Known Data Limitations: None.

TARGETS AND BASELINE
Baseline timeframe: n/a

Rationale for Targets (optional): We aim to support the development or modification and updating of at least 10 official guidelines, regulations, policies, and laws over the life of the project. The final quantity and schedule will be determined in close consultation with the DEE, DPRE, other key directorates, and other MEN units. Some of these guidelines or policies will have early priority, as they should inform decisions related to key project activities, such as the roll out of early grade reading instruction in national languages. Examples anticipated:

Year 1:
1. Directive regarding time allocation to reading instruction in L1 for targeted schools in the 2017-2018 school year

Year 2:
2. decree on establishment of the national commission for reading
3. updated directive regarding time allocation to reading and writing instruction in L1 (for the 2018-2019 school year and beyond)

Year 3:
4. guidelines on teacher deployment
5. guidelines on coaching

Year 4:
6. policy pre-and in-service training;
7. decree on practices and procedures for book production and distribution;
8. national testing framework/policies
9. decree adopting norms and standards for student performance on early grade reading (Grades 1-3)

Year 5
10. Decree adopting teacher standards framework for early grade reading

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	0	
Year 1	0	1
Year 2	2	
Year 3	2	
Year 4	4	
Year 5	1	
LOP	10	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 2.5: Ministry of Education staff's performance of essential functions improved

Name of Indicator: 20) Number of targeted MEN structures showing improvement of essential functions related to early grade reading

Type of Indicator: Custom

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s):

This indicator tracks the number of ministry structures that receive technical assistance from LPT for human and institutional capacity development (HICD) and are shown to have improved their performance of essential functions relative to supporting early grade reading.

Ministry structures include directorates at the central ministry level as well as IAs and IEFs at the deconcentrated levels.

"Essential functions" are defined for each targeted structure according to official ministry documents and of these certain functions are determined with LPT's assistance to be important for supporting successful early grade reading outcomes and become those "related to early grade reading."

"Improvement" is defined by positive changes in scores on key performance indicators (KPIs) established for each targeted structure relative to the essential functions related to early grade reading. Any structure that increases their KPI scores from one evaluation of these scores to the next (usually over the course of a year) will be counted as "showing improvement" during each given LPT project year.

The amount of change in the score for each KPI required to count as "improvement" will be determined for each structure and KPI.

Structures that have achieved the highest possible value for their key performance indicators and maintain that value from one measurement to the next will also be counted among those "showing improvement."

For each MEN structure at the central level as deconcentrated, there are a number of essential functions recorded in an official document (Decret, Arêté, Mission Letter, etc.) in coherence with the organization chart of the MEN. After a well-conducted diagnostic, the areas in which the structure shows real needs for reinforcement to be more efficient are identified. Subsequently LPT defines in relation to the structure of the activities to be rolled out to improve its performance.

Unit of Measure: Number (of MEN structures)

Disaggregated by: MEN structure, geographic location (region, department)

Calculation Method:

Indicator Validity (Rationale or Justification for indicator): This indicator is a direct measure of Output 2.5 and shows improvement from year to year as a direct result of LPT's HICD activities. It also compliments Indicator 14, which measures the level of achievement for all of Outcome 2 in terms of the percentage of institutions that meet or achieve standards at a higher level needed to improve EGR delivery systems.

PLAN FOR DATA COLLECTION BY USAID

Data Source: Performance monitoring reports for each targeted structure

Data Collection Methodology: Document review

Frequency of Data Collection by Activity: Annually

Frequency of Data Reporting to USAID: Annually	
Individual(s) responsible at USAID: COR	

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments: TBD
Data Reliability and Timeliness including Known Data Limitations:

TARGETS AND BASELINE
Baseline timeframe: N/A
Rationale for Targets (optional): Targets are estimated based first on the number of MEN structures that are targeted by LPT HICD activities, which add new cohorts of structures each year starting in Year 2. Once a structure receives initial HICD support from LPT they will continue to work on their own performance improvement at least through to the end of the LOP and LPT will continue to help accompany them through ongoing collaboration. We anticipate that of the structures receiving LPT HICD support, a minimu

CHANGES TO INDICATOR
Changes to indicator:
Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018
PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**N/A**	
Year 1	**N/A**	
Year 2	**4**	
Year 3	**10**	
Year 4	**15**	
Year 5	**20**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Outcome 3: Parent and Community Engagement in Early Grade Reading Improved	

Name of Indicator: 21) Percent of households assisted where early grade children are regularly engaged in reading activities

Type of Indicator: Custom/Contract

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s): This represents the proportion of households in targeted communities (based on a sample) who have at least 1 child participating in at least 1 early grade reading activity. A household will count if one of the children in the household participates in at least one early grade reading activity. So if a household has three children and one participates and the other two do not, the household is still counted positively in the numerator.

An assisted household is a household in a targeted community who has a child of early grade age participating in public school (or equivalent). For the purposes of this indicator, an early grade reading activity is one that is conducted outside of school hours, such as:
- Families report that they read to their child
- Families report that their child reads to them
- Child participating in community reading events

Regular means at least two times per week.

"Early Grade Children" is defined as those children in the first three years of primary school: CI (Cours Initial), CP (Cours Préparatoire) and CE1 (Cours élémentaire 1).

This indicator does not relate directly to the grants program; "assisted" in this case refers to households in school-communities targeted by activities under Outcome 3.

Unit of Measure: % of households

Disaggregated by: Region, department

Calculation Method:
Numerator: Number of households with early grade children engaged in reading activities.
Denominator: Total number of assisted households with early grade children in sample

Indicator Validity (Rationale or Justification for indicator): Regular out-of-school opportunities to reinforce reading skills are critical in acquiring and maintaining comprehension and fluency

PLAN FOR DATA COLLECTION BY USAID

Data Source: KAP Survey

Data Collection Methodology: Random sample of supported Outcome 3 households as part of knowledge, attitude, and practices (KAP) survey.

Frequency of Data Collection by Activity: Baseline, midline, endline

Frequency of Data Reporting to USAID: Baseline, midline, endline

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: The data could be biased if the data is only through self-reporting. The KAP survey design will take this into account and aim to triangulate data to reduce bias.

TARGETS AND BASELINE

Baseline time frame: Year 2

Rationale for Targets (optional): According to the EdData II 2015 Senegal Behavior Change Communication Research Baseline Report, approximately 21 percent of families reported that they either read to or were read to by their child. Fifty-three percent of families reported that they helped their children with their homework (38 percent said they did so every day a week, 13 percent said they did so once a week, and another 2 percent reported helping less frequently than weekly). We expect that work under Output 3.3 to directly promote at-home engagement to support children reading, coupled with our mass SBCC campaigns under Output 2.1, grassroots SBCC campaigns under Output 3.1, support to community activities (3.2) , and community and parent monitoring of EGR (3.4) will have a significant impact on family behavior.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**Y2**	
Year 1	**N/A**	
Year 2	**44**	
Year 3	**50**	
Year 4	**N/A**	
Year 5	**60**	
LOP	**60**	

USAID Performance Indicator Reference Sheet
Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 3.2: Community-based early grade reading activities implemented
Name of Indicator: 22) Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported by USG assistance
Type of Indicator: Standard (FAF)
If a Performance Plan and Report indicator, link to foreign assistance framework: [FAF ES. 1-13]
DESCRIPTION
Precise Definition(s): Provide a count of the number of parent teacher associations (PTAs) or community-based school governance structures that are receiving USG support and are engaged in primary or secondary education. Community-based school governance structures are School Management Committees (CGEs) that include representatives from school leadership, teachers, PTAs and local community resource persons. Engagement in education includes promoting the participation of parents (or caretakers) and other community members in school-level decision making around early grade reading interventions (for the first three grades of primary school-CI, CP-CE1), monitoring the quality of early grade reading teaching, organizing school-based reading events, and integrating and monitoring early grade reading activities in their school action plans (*plan d'action volontariste- PAV*). Examples of USG support to community-based school governance structures includes, but is not limited to: direct financial support (grants); and training in skills related to serving on a PTA, SMC, or equivalent governance body.
Unit of Measure: Number
Disaggregated by: Geographic location (region, department, commune)
Calculation Method: Addition
Indicator Validity (Rationale or Justification for indicator): Active PTA/SMC committees provide increased accountability for performance and support improved reading outcomes
PLAN FOR DATA COLLECTION BY USAID
Data Source: Project Records
Data Collection Methodology: Document Review
Frequency of Data Collection by Activity: Ongoing
Frequency of Data Reporting to USAID: Quarterly
Individual(s) responsible at USAID: COR
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments: TBD
Data Reliability and Timeliness including Known Data Limitations: Data will come in as support is provided
TARGETS AND BASELINE
Baseline time frame: N/A

Rationale for Targets (optional): Outcome 3 will implement activities in 20% of the schools reached by the Lecture Pour Tous program. Targets are based on the total projected number of Outcome 3 intervention schools as outlined in the table below:

ECOLES PUBLIQUES ELEMENTAIRES/ACADEMIE	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
DIOURBEL			105	108	111
KAFFRINE		49	100	103	106
KAOLACK		68	140	131	135
LOUGA			172	178	183
MATAM		41	86	88	91
SAINT LOUIS			157	162	167
TOTAL SCHOOLS		**158**	**760**	**769**	**793**

In Year 2, we aim for 30% of school management committees within our target schools to be fully engaged in early grade reading activities through targeted assistance from Lecture Pour Tous; 45% in Year 3; 55% in Year 4 and 65% in Year 5.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (Year)	**TBD**	
Year 1	**N/A**	
Year 2	**158**	
Year 3	**760**	
Year 4	**769**	
Year 5	**793**	
LOP	**793**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 3.1: Parent and community demand for high-quality early grade reading instruction increased	

Name of Indicator: 23) Percent of <u>targeted</u> households surveyed showing demand for high-quality early grade reading instruction

Type of Indicator: Custom

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s):
The proportion of households among those surveyed whose responses, in quantified form, are at an average or above composite rating for the "demand" rubric of the community KAP survey.

Unit of Measure: % of households

Disaggregated by: Geographic location (region and department)

Calculation Method:
Numerator: Quantity of surveyed households targeted by the Lecture Pour Tous-supported local-level social behavior change communications campaign showing demand for high-quality grade reading, in which "showing demand" is defined by those who have an average or above composite rating in the "demand" rubric of the community KAP survey

Denominator: Total quantity of households surveyed

Indicator Validity (Rationale or Justification for indicator): Parental participation contributes to increased accountability and supports demand for improved reading outcomes

PLAN FOR DATA COLLECTION BY USAID

Data Source: KAP Survey

Data Collection Methodology: KAP survey in sample of households

Frequency of Data Collection by Activity: Baseline, Midline and Endline

Frequency of Data Reporting to USAID: YR 2, 3, and 5

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: The data could be biased if the data is only through self-reporting. The KAP survey design will take this into account and aim to triangulate data to reduce bias.

TARGETS AND BASELINE

Baseline timeframe: Year 2

Rationale for Targets (optional): Based on the similar targets for other family and community engagement indicators, for which baselines are based roughly on the results from the USAID pilot for SBCC for reading in Senegal. The targets will be reevaluated once the baseline is calculated.

Reduced due to delays in Q3 programming and grantmaking stemming from the scale-back discussion period during which grantmaking preparation was suspended and from more recent challenges negotiating contracts with local NGO subcontractor partners.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE		
Year*	**Target (Measurement Value)**	**Actual (Measurement Value)**
Baseline (*Year*)	**Y2**	
Year 1	**N/A**	
Year 2	**30**	
Year 3	**45**	
Year 4	**N/A**	
Year 5	**65**	
LOP	**65**	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 3.2: Community-based early grade reading activities implemented	
Name of Indicator: 24) Number of community-based events held to increase students' engagement in and enjoyment of reading	
Type of Indicator: Custom/Contract	
If a Performance Plan and Report indicator, link to foreign assistance framework:	

DESCRIPTION

Precise Definition(s): This is a count of individual events held at the school-community level or with two or more school-communities to support early grade reading, and may include reading competitions, plays, award ceremonies to recognize students who have shown that they can read and/or have improved in learning to read, reading camps during school vacations, events to create texts for students to read and other public gatherings designed to promote early grade reading.

Students are those children in the first three grades of primary schools (CI, CP and CE1)

An event is described as a discrete set of time dedicated to supporting early grade reading. An "event" may be a collection of different activities above combined on a single day or over consecutive days. In the event that a reading competition and award ceremony occur on the same day as part of the same campaign the event the individual activities will not be counted twice. If however a school holds two reading competitions at different points during the year, i.e. in different terms, that will be reported as 2 events.

Unit of Measure: # of events

Disaggregated by: Geographic location (region, department, commune, school)

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): Tracking the number of events used as a direct measurement of Output 3.2.

PLAN FOR DATA COLLECTION BY USAID

Data Source: LPT sub-grantee records, CGE reports

Data Collection Methodology: Document review

Frequency of Data Collection by Activity: quarterly

Frequency of Data Reporting to USAID: Annually

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A	
Date of Future Data Quality Assessments: TBD	
Data Reliability and Timeliness including Known Data Limitations: No issue	

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): Outcome 3 will implement activities in 20% of the schools reached by the Lecture Pour Tous program. Targets are based on the total projected number of Outcome 3 intervention schools as outlined in the table below:

ECOLES PUBLIQUES ELEMENTAIRES/ACADEMIE	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
DIOURBEL			105	108	111
KAFFRINE		49	100	103	106
KAOLACK		68	140	131	135
LOUGA			172	178	183
MATAM		41	86	88	91
SAINT LOUIS			157	162	167
TOTAL SCHOOLS		**158**	**760**	**769**	**793**

We estimate that through this work – supported by local NGOs that know their territories well, and building on and being supported by other donors aiding the reading components of the CAQ school quality contracts – 50% of target school-communities in Year 2 will hold at least one. With increased familiarity with the program and the activities they are initiating, coupled with increased motivation due to our communications campaigns, we anticipate this average to increase for all target schools to two events by Year 3, and three events on average in Year 4 and 5.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	0	
Year 1	0	
Year 2	79	
Year 3	1,560	
Year 4	2,307	
Year 5	2,379	
LOP	6,325	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 3.2: Community-based early grade reading activities implemented

Name of Indicator: 25) Number of school-communities receiving funding through LPT- supported small-grants program

Type of Indicator: Custom

If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s): Number of school- communities in the given year receiving funding via the LPT-supported small grants program channeled to PTA/school management committees and other local community-based organizations in support of community-led activities to promote early grade reading

Unit of Measure: # of grants

Disaggregated by: Geographic location (region, department, commune)

Calculation Method: Addition

Indicator Validity (Rationale or Justification for indicator): Small grant funding provides additional support to low resourced school management committees and OCBs to implement interactive early grade reading activities that strengthen school-community partnerships and provide innovative opportunities for young learners to practice their reading skills.

PLAN FOR DATA COLLECTION BY USAID

Data Source: LPT project records

Data Collection Methodology: Document review

Frequency of Data Collection by Activity: Ongoing

Frequency of Data Reporting to USAID: Quarterly

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: Data will be reported as grants issued

TARGETS AND BASELINE

Baseline timeframe: N/A

Rationale for Targets (optional): We estimate that any given school community could qualify for more than one grant over the life of the project and that not every school community will meet the criteria to be eligible to receive a grant. As such, we estimate that a total of 600 school communities will receive funding over the life of the project. Because we will only be operating in 158 public primary schools in Year 2, we have adjusted the distribution of funding to school communities accordingly: 50 in Year 2; 250 in Year 3 and 300 in Year 4. No new grants will be issued in Year 5 of the program, however we anticipate that grant-funded activities will continue into the final year of the program.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline *(Year)*	N/A	
Year 1	0	
Year 2	50	
Year 3	250	
Year 4	300	
Year 5	0	
LOP	600	

USAID Performance Indicator Reference Sheet

Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Outcome 3: Parent and Community Engagement in Early Grade Reading Improved

Name of Indicator: 26) Percent of targeted households where parents or other caretakers regularly undertake activities suggested by their school/PTA to support their early grade reading students' reading acquisition

Type of Indicator: Custom/Contract
If a Performance Plan and Report indicator, link to foreign assistance framework:

DESCRIPTION

Precise Definition(s):
This represents the proportion of households in targeted communities (based on a sample) that have children in Grades 1-3 (in keeping with the LPT roll-out plan starting with Grade 1 in Year 2) and in which the parent or caregiver reports completing at least one of the reading activities suggested by teachers, school directors, and/or parent association members to support early grade children's learning at home..

These activities could include using the student's take-home book to do reading exercises at home, using the simple home-school communication tool to track student progress, attending parent-teacher conferences about their child's reading learning, attending PTA meetings or community forums about supporting early grade reading at home, etc. "Regularly" will be defined for each activity according to the frequency recommended for that activity.

Unit of Measure: Percentage of households

Disaggregated by: Region, department, commune

Calculation Method: Numerator: Number of households assisted where parents or other caretakers complete at least one home-school bridging activities in reading with their children according to the scheduled curriculum.

Denominator: Total number of assisted households with early grade reading children

Indicator Validity (Rationale or Justification for indicator):   Measure needed to assess increased parental engagement in early grade reading

PLAN FOR DATA COLLECTION BY USAID

Data Source: KAP survey of households

Data Collection Methodology: Random sample KAP survey of households in LPT Outcome 3 target communities

Frequency of Data Collection by Activity: Baseline, midline, endline

Frequency of Data Reporting to USAID: Year 2, Year 3, Year 5

Individual(s) responsible at USAID: COR

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments: TBD

Data Reliability and Timeliness including Known Data Limitations: The self-reported data from the KAP survey could be biased. To check for bias, we will compare KAP results with results from visits completed by community liaisons using a checklist to see if parents/caregivers have been using the home-school communication tool, and other signs that parents/caregivers have been carrying out activities to support early grade reading learning at home.

TARGETS AND BASELINE

Baseline time frame: Year 1

Rationale for Targets (optional): The baseline value will be established through our baseline KAP survey and using data from USAID's existing SBCC interventions in LPT target communities. We anticipate a regular increase each year resulting from LPT interventions, but have maintained modest acceleration from year to year given the economic and time pressures on some families that may inhibit an aggressively rapid uptake of home-school bridging activities.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes: We will report on the total number of households completing tasks but also analyze data for how many and which tasks were most common. The targets will be reevaluated once the baseline is calculated.

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	Y2	
Year 1	N/A	
Year 2	45	
Year 3	50	
Year 4	N/A	
Year 5	65	
LOP	65	

USAID Performance Indicator Reference Sheet
Name of Result Measured (Goal, DO, IR, sub-IR, Project Purpose, Project Output, etc.): Output 3.4 : Parent and community monitoring of early grade reading instruction delivery improved
Name of Indicator: 27) Number of community forums held to monitor early grade reading instruction delivery
Type of Indicator: Custom
If a Performance Plan and Report indicator, link to foreign assistance framework:
DESCRIPTION
Precise Definition(s): This indicator counts the number of events, or forums, designed for sharing school and/or reading information with the school community (i.e. parents and caregivers). A forum is defined as an event open to the public where school officials can present information and residents have an opportunity to voice opinions. A forum could be specifically designated for sharing results or the topics could be covered as part of a pre-planned event. Events that involve the community but do not discuss the following issues results of EGRA; to share reading data, discuss regular classroom assessments; and to discuss parental support of reading do not count as a forum in this context. These events will be held by local partners and/or community liaisons and participating school management committees/PTAs, with the support of the Outcome 3 team.

A forum must involve the representatives of the following groups: school administrators; parents and caregivers; teachers or any other community groups such as women and youth groups |
| **Unit of Measure:** # of forums |
| **Disaggregated by:** Geographic location (region, department, commune) |
| **Calculation Method:** Addition |
| **Indicator Validity (Rationale or Justification for indicator):** Community forums are important vehicles for enhancing transparency and communication among parents and administration in understanding reading progress |
| **PLAN FOR DATA COLLECTION BY USAID** |
| **Data Source:** Sub-contractor reports and project records |
| **Data Collection Methodology:** Document review |
| **Frequency of Data Collection by Activity:** Quarterly |
| **Frequency of Data Reporting to USAID:** Annually |
| **Individual(s) responsible at USAID:** COR |
| **DATA QUALITY ISSUES** |
| **Dates of Previous Data Quality Assessments and name of reviewer:** N/A |
| **Date of Future Data Quality Assessments:** TBD |
| **Data Reliability and Timeliness including Known Data Limitations:** We are relying on the ability of our local NGO subcontractors and school CGEs to complete report accurately and on a timely basis. |
| **TARGETS AND BASELINE** |
| **Baseline timeframe:** N/A |

Rationale for Targets (optional):
Outcome 3 will implement activities in 20% of the schools reached by the Lecture Pour Tous program. Targets are based on the total projected number of Outcome 3 intervention schools as outlined in the table below:

ECOLES PUBLIQUES ELEMENTAIRES/ACADEMIE	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
DIOURBEL			105	108	111
KAFFRINE		49	100	103	106
KAOLACK		68	140	131	135
LOUGA			172	178	183
MATAM		41	86	88	91
SAINT LOUIS			157	162	167
TOTAL SCHOOLS		158	760	769	793

In Year 2, we anticipate that each school will be able to hold 1 community forum each year. In Years 3-5, we aim for each school to hold 2 forums each year.

CHANGES TO INDICATOR

Changes to indicator:

Other Notes:

THIS SHEET LAST UPDATED ON: 6/14/2018

PERFORMANCE DATA TABLE

Year*	Target (Measurement Value)	Actual (Measurement Value)
Baseline (*Year*)	**N/A**	
Year 1	**0**	
Year 2	**158**	
Year 3	**1,520**	
Year 4	**1,538**	
Year 5	**1,586**	
LOP	**4,802**	